Break

Queen of the North

Charlotte Mason College in the Lake District is the smallest monotechnic teacher-training college in the country. Why, given all the published criteria for closing colleges—for example size and integration with other forms of higher education—should it remain open and indeed unscathed?

"Well", pause, "Charlotte Mason has powerful friends." The same answer is given again and again. Only later are other arguments advanced. It is, for example, Cumbria's only centre for higher education and it is the only centre on which they can base their in-service work.

Later still people suggest that it's rather good; has pioneered an interesting new degree in applied education; is able to select its intake of 90 from 160 applicants so that it can turn down anyone who does not have O level maths or cannot pass an equivalent entrance exam in maths; is educating all its initial training students, all of them intending primary teachers, to degree level. It produces a polished defence for a concurrent pattern of training for primary teachers.

It can point to recent development of the community college idea, dear to the heart of the principal, Bill Percival, who taught in a Cambridgeshire village college earlier in his career. Community education service, lectures, concerts, film society, the Cumbria poetry centre presided over by Norman Nicholson, soon to be a regional centre for the Open University, soon to accommodate a programme for training youth leaders, and so on.

It can point to the high rate of secondment by Cumbria to its in-service BEd course (25 students). There are the courses it runs for the authority, the consultancy and assessment services.

It could, but it doesn't—since Bill Percival is not altogether enthusiastic about the idea—dwell upon its role in helping to develop coordinated ideas about a common curriculum in the area. Mike Preston at the college is involved both in setting up a regional professional association and in Cumbria's now study group on the secondary curriculum (Break, January 21).

But it all comes back to those friends. Prominent among them are the vice-chancellor of Lancaster University, Charles Carter, and the director of the university's school of education, Professor Alec Ross. The school of education is the validating body for the college. They have worked closely together developing the applied education degree, a course which weaves school practice and learning theory together in a way which is a far cry from the old philosophical waffle.

There is the Cumbria education authority and then there is Charlotte Mason's chairman of governors, Lord Morris of Grasmere, ex-headmaster of King Edward's School, Birmingham, ex vice-chancellor of Leeds University, KCMG, MA, LLD, DLitt, to quote but a few of the notches recorded in his long *Who's Who* entry.

Furthermore Bill Percival himself packs a certain punch. He was head of Bicester school in the days of its resounding reputation and he was said to have been on the list for Harry Rée's old job as professor of education at York—the job Ian Lister got.

Not at all the same feeling of affection is apparent in Lancaster when talk turns from Charlotte Mason to the two colleges now subsumed in Preston Polytechnic, Chorley and Poulton-le-Fylde. Preston Polytechnic loses all initial teacher training according to Monday's announcement. A decision which was not predicted.

At present the work in those two colleges is still validated by Lancaster, pending approval of their new courses by the CNAA. "No wonder I'm known as the Godfather", says Alec Ross. "They came up to the CNAA and they find me there on the validating committee. Once you cross the Mersey you're really into Ross country."

The question now at Charlotte Mason must be whether, having apparently won the battle for survival, they can keep the machine running in its present highly tuned state. The place is like a moral rearmament mission. It is elegant and comfortable, it has an air of conviction and certainty about it.

It has a high powered staff (dominated by men though only 25 per cent of the students are men). The Lake District is very beautiful and there are plenty of things to be done, but. . . .

Come fly a kite

Other people have noticed that regional planning in the North West has a long way to go (Break, January 21) and think something should be done about it.

Manchester's chief education officer, Dudley Fiske, flew a kite at a meeting of the Headmasters' Association in Wigan last weekend: how about a staff college for in-service training for the North West?

Here was this provision for the equivalent of 10,000 in-service training places throughout the country. The people to staff the courses were going to be there in the colleges. Secondment was difficult and there were signs that it was slipping back. Something must be done to prevent this, to prevent authorities from closing in narrowly on themselves, cutting off the leavening of outside ideas at a time when their teaching force, being more stable, was likely to become more isolated. Anyway why not make use of the slack in the colleges?

"A staff meeting is still a staff meeting whatever the Bullock report says."

Such a staff college might be modelled on the North West Education Management centre. "I should at once declare an interest here . . . its work in the past five years has been watched over by a steering committee of which I am chairman", he said. That centre runs on two professionals, Fred Tye and his deputy (both ex-headmasters), plus an administrative assistant and a secretary. They draft in people for whatever job is wanted by the 18 authorities to whom they are answerable.

It so happens that the management centre lives on the site of Padgate College. Now Padgate College is among those whose initial training is to be axed, according to Monday's announcement. . . .

But that is going altogether too far. Things are nowhere near that point. What Dudley Fiske would like to see is a reconvening of the large ad hoc gathering, some 60 people, from all the North West authorities, colleges, universities, etc, who met last year to produce the regional statistics on teacher education for the North West. That group might decide to appoint a team, say four people, full-time for a term to work out a proposal. "My proposal is to go for a staff college as a powerhouse for the North West", he ended. "Are there any takers?"

Keeping tabs

In the tricky matter of standards Cumbria is quietly getting on with its own thing at a more delicate and discreet pace than Lancashire where plans for tests and remedial action were published in December.

For two years now the county has been running a pilot scheme on record keeping and the sort of testing needed to produce records which are useful on transfer from primary to secondary school. This pilot project forms part of the Schools Council/NFER study of record keeping in the primary schools directed by P. S. Clift.

Peter Boulter, director of education for Cumbria, is on the advisory committee of the Assessment of Performance Unit and is greatly interested in the whole question of tests and record keeping, seeing it as one of the most important ways in which schools can defend themselves against often inappropriate demands from outside critics. There is yet, however, a lot of talking to be done. There will be meetings in the other divisions of the county during the summer to discuss the findings in the pilot area and examine the suggested new record cards.

It is hoped then, according to Maurice Payn, assistant director of education (advisory services), to emerge with a consensus view to put to the education committee next autumn for a plan for the county which would be implemented in the autumn of 1978. At the moment the idea seems to be well received by teachers and heads who, according to Peter Boulter, appreciate the need for some form of assessment between five and 16 now that the 11-plus has gone. "But I do not want to bring forward any system which involves teaching to tests." They are talking of the same sorts of mixture of objective and other forms of assessment as is Brian Kay at the APU, and the outward and visible sign is to be the record card.

How such record cards are treated once schools start keeping them is likely to prove one of the most contentious issues. Are they to be shown to parents? Are parents to have the right to see them? If so what happens when a child's card is marked, for example, "watch for battering"?

Unseemly wrangling

Those unfamiliar with the internecine disputes within film teaching may be surprised to know that a single article by Stanley Reed in the *TES* inset on film and video in education (January 7) attracted a flood of letters—all remarkably similar.

Acute observers of the film education scene are less surprised. Reed, a former director of the British Film Institute, summarized the development of the present Society for Education in Film and Television (SEFT) from its original formation after the War as the Society of Film Teachers, the gradual alienation of many film teachers from it, and the formation in 1971 of a separate body the National Association for Film in Education (NAFE), to promote a more pragmatic vision.

The correspondents—mostly from higher education rather than schools—claim that Reed exaggerated NAFE's pragmatism and SEFT's obsession with arid theory, ignoring SEFT's practical contributions [illegible] film studies.

Reed also omitted, as the BFI [illegible] pointed out, any reference to the body's own Educational Advisory Service and its contribution to film teaching, a service for which Reed himself was directly responsible. But then Reed's tenure at [illegible] coincided with the bitterest political conflicts within the institute and its membership, challenging both his administration and the authority of the governors. [illegible] then education department was the centre of that storm, and [illegible] present Educational Advisory Service rose phoenix-like after the resignation of most of the old education department. Such unseemly wrangling does little to help the cause of film studies.

After the party

The dust may have settled on [illegible] North of England education conference in Madeley, Staffordshire (Shirley Williams laid into [illegible] body from captains of industry to classroom teachers), but not [illegible] Mr George Newman, chairman [illegible] Staffordshire County Council.

Mr Newman, 71, welcomed delegates to the conference with [illegible] address which could charitably [illegible] described as more endearing [illegible] enduring. He also welcomed delegates to a reception later on [illegible] the wine flowed and the [illegible] schools' big band brayed. Since then Mr Newman has been appearing in Stafford Crown Court answering charges of conspiracy, corruption and forgery. He pleaded not guilty to all counts.

Seventeen charges accuse him of corruptly receiving a [illegible] Victor car in 1962 and a total [illegible] £3,210 between 1970 and 1973 [illegible] connexion with land development applications. Mr Jack Nicklin, [illegible] building company director, denied charges of corruptly [illegible] Mr Newman the money.

The trial is expected to last [illegible] weeks.

A lugubrious fellow called [illegible]
Once said to the new Sec of [illegible]
"Were I your Inspector,
Your small private sector
Would go comprehensive instead"

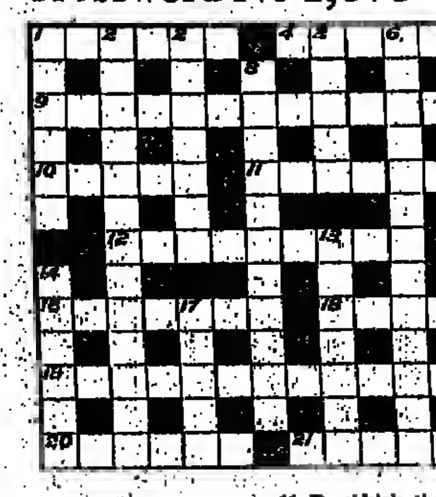
by John Wilkinson, Weybridge-on-Thames, Surrey, the best of a bunch of answers to the unfinished limerick in the New Year quiz.

Aristides

Next week

Central control: Anne Corbett reports on the centralized system of curriculum planning control in France; Douglas Holly argues against the value of such a system for Britain.

Crossword No 1,070



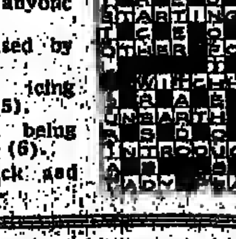
Across

1 Ungrounded fare for distinguished artist (6).
4 His nose is not his lending feature (6).
9 Provides a capital flying start for the English traveller (6, 7).
10 "What — can soothe her melancholy?" (Goldsmith) (5).
11 To which the Soviet wagon is hitched? (3, 4).
12 So it's Anne caused the excitement (9).
16 Big steps for anyone to take (7).
18 Man dramatised by Shaw (5).
19 Just makes icing possible (8, 5).
20 Imposition being carried out? (6).
21 He rode back and put it in (6).

Down

1 Widow is old-fashioned guise (6).
2 He may stop when you go (6, 7).
3 Demonstrations should be his business (7).
5 Bill disposal? (5).
6 Readable account of athletic events? (8, 5).
7 His profession would seem to be negative (6).
8 14 experience for balding man (4, 7).
13 Such things are not in good taste (7).
14 Of serviceable quality (6).
15 Depression — the natural result of an outburst (6).
17 Somerset Maugham produced a round one (5).

Solution to Puzzle No 1,069



Bridge

The good player avoids finesses with the same degree of ingenuity as Bertie Wooster avoided work, for three reasons: a finesse depends on guessing, rather than science; it has a 50 per cent chance of success, which is not enough; and by giving himself up to fate the finesser loses control, which is uncomfortable. He may lose the finesse and suffer an immediate ruff, for instance.

If you are missing the queen of trumps, of course, you may have no alternative. But this is not the case when the missing card is the jack, and few people would play the following hand wrong:

West	East
♠ A 8 4 2	♠ K Q 10 6 3
♡ 7 5 3	♡ A K
◇ A 8 6 5	◇ 8
♣ K J	♣ Q 10 8 6 5

East is playing 6 spades. He wins the opening heart lead, and lays down the king of trumps, thus guaranteeing the contract. Even if one opponent has four trumps to the jack, declarer can catch it by finessing in whichever direction is necessary. The only trick to this is to play from his double honours first (the K Q), and not the ace from dummy.

But a general rule, however sound, is not immutable, and is a poor substitute for reflection. Automatic play could lead to sorrow on the next hand:

West	East
♠ A 8 4 2	♠ K Q 9 6 3
♡ A Q 4	♡ K 7
◇ K 6 4 3	◇ A Q 2
♣ A J	♣ Q 6 4

The contract is again 6 spades, and it looks as if all you need is a 3-3 split in diamonds or a successful club finesse to make an overtrick.

This time, however, the play of one of East's two trump honours is wrong, because you are missing *the jack and the 10.* If south has all four trumps, there is nothing you can do about it . . . he will make one trick with them. But you can prevent a trick if North has them, simply by playing the ace to the first round of trumps. This will enable you to finesse twice through North's J 10 7 into your own K Q 9, which you would not be able to do if the king or queen had gone to begin with.

West	North	East
	♠ J 10 7 5	
	♡ 8 3 2	
	◇ J 9	
	♣ K 10 8	
♠ A 8 4 2		♠ K Q 9 6 3
♡ A Q 4		♡ K 7
◇ K 6 4 3		◇ A Q 2
♣ A J		♣ Q 6 4
	South	
	♠ —	
	♡ J 10 9 6 5	
	◇ 10 8 7 5	
	♣ 9 7 5 3 2	

I saw this mistake made by [illegible] player who has won almost every possible international title, and [illegible] were the four hands:

Against 6 spades, South led the jack of hearts. Declarer won with the king, laid down the king of trumps, and immediately saw his error. North now has a certain trump trick, the diamonds did not split 3-3, and the club finesse did not work either.

But a rooted distaste for apologizing to partner forced declarer [illegible] that title-winning form. The three trumps were cashed, then the A-Q of diamonds and the [illegible] hearts, ending in dummy with the following 5-card position:

West	North	East
	♠ J	
	♡ 8	
	◇ —	
	♣ K 10 8	
♠ 8		♠ [illegible]
♡ —		♡ [illegible]
◇ K 6		◇ [illegible]
♣ A J		♣ [illegible]
	South	
	♠ —	
	♡ —	
	◇ 10 8	
	♣ 9 7 5	

When the king and 6 of diamonds are now led from dummy, there is nothing North can do to [illegible] declarer making four of the remaining tricks.

John Gr[illegible]

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Larger than life: two faces of Shirley Williams (one projected on to a huge screen behind the platform) at the Youth Charter towards 2000 Conference at Wembley this week. Report, page 5.

Shake-up in the inspectorate: focus switches to centre

by Auriol Stevens

Her Majesty's Inspectorate is being reorganized.

From the beginning of this year between 70 and 100 HMIs—about a quarter of the total force—will be withdrawn from the general, local and subject specialist work they are doing at the moment. Instead they will work on national surveys and studies. There are a dozen such studies now being made and another dozen due to start this year.

The rest of the Inspectorate will continue to work mainly on a local basis. The changes were outlined in a letter sent to chief education officers from the senior chief inspector, Miss Sheila Browne, last December. In it she said that because of changes in the work of the Inspectorate and the increased number of national exercises it was undertaking: "We have decided that a proportion of the Inspectorate will be made answerable primarily to the centre and will not be available for territorial assignment in a general or specialist capacity."

This, the letter went on, "should not make a great deal of difference to any local authority, though the impact will vary from one to another. . . . In most areas some reduction of the number of inspectors available for both general and specialist inspection is inevitable.

"But although the network of specialists will have to be rather more lightly spread, the district inspector will still be able to act as an intermediary in calling upon such resources as may be required."

In a subsequent letter to a headmaster last week, Miss Browne assured him that: "It does not mean any large scale withdrawal of HMIs. We began the whole exercise by working out the minimum needs for territorial cover and thus safeguarding our basic work."

The Inspectorate is now being divided into two teams, the smaller, central team, described as "first call centre" (FCC) and the larger one "first call territorial" (FCT). They will be strictly comparable in status. Assignments to the centre team will normally be for about 18 months and will neither help nor hinder an HMI's career prospects. The FCC is in no way intended to be an élite.

Nor will assignment to the centre involve anyone having to move house. And, since the national exercises also involve work with local institutions, it should not greatly decrease the occasions HMIs are seen in schools.

Although Miss Browne's original letter mentioned "recent events" as making the changes necessary, the reorganization has in fact been planned over the two years since she took over as head of the Inspectorate. It is based on a detailed analysis of the composition, experience, age and expertise of the Inspectorate. The details of the present plan were agreed through discussion and consultation last summer, before the Prime Minister's Great Debate speech.

A growing concentration on national exercises drawing together the work of the Inspectorate in a form that can readily be published and disseminated has also been part of Miss Browne's strategy over the past two years. The present debate has however produced new pressures, a shortening of deadlines, a greater feeling of urgency and exposure.

The purpose of the present reorganization is first to rationalize

Continued on page 3

End of small sixth forms in sight

Firmer and firmer statements are emanating from the Department of Education and Science about the desirability of bringing sixth-form work together in sixth-form or tertiary colleges. Mrs Williams said it at the North of England Conference and again at the Youth Charter 2000 Conference this week, and Mr James Hamilton said it in still clearer terms to the Society of Education Officers last week.

The Department has been working for some months gathering together facts and figures about sixth-form organization and is likely to raise the subject for further discussion with the local authorities at the end of the month.

There are clear signs that some local authorities are interesting themselves in the possibility of some kind of separate sixth-form provision. Those where the effect of the falling school population is already most apparent because it is compounded by migration patterns, and those who have not yet settled their pattern of comprehensive organization to the DES's satisfaction are most likely to welcome clear leadership.

The Department has also been one of the main contributors to the Central Policy Review Staff's study of the social implications of a falling population. Education, as one of the first areas to feel the impact of the demographic change, is one of the major preoccupations of that paper. The Department's growing faith in sixth-form rationalization will doubtless be reflected in it.

At the same time, local authorities, engaged in the painful business of trying to cut costs without inflicting damage on the quality of the service, are being forced back to the point where they cannot avoid looking at the teacher-pupil ratio. To allow the ratios to worsen during the compulsory years of schooling, where already class sizes and teaching groups are far larger than in the manifestly attractive independent sector, would be to invite trouble from teaching unions and parents. But even if ratios were slightly worsened, classes throughout the system could probably be reduced if the numerous tiny sixth-form groups were rearranged on a more cost-effective basis. (In fact, till something is done about this, it is extremely difficult for the defenders of the education interest to make good their claim to be getting the best value for the huge sums they seek.)

The combination of forces pushing for sixth-form rationalization is, in short, becoming formidable, possibly irresistible. But before the old world is swept away, there are a few questions to be raised. Attention has to be paid to the consequences for the 11-16 sector. The traditional secondary school argument has been that the removal of sixth-form work undermines the quality of academic teaching lower down. Is this true? Does it stunt the growth of brighter students? Does it cream off all the best teachers? Does it allow the non-academic to develop along more diverse lines without loss of status? It is going to be important that these questions should be aired over the coming months—and the putative remedies for any consequential ills examined.

There is also the matter of the 18-plus. The Schools Council and the examination boards are still working away on their proposals for the 18-plus examinations. These proposals were first set in motion when tertiary and sixth-form colleges were rare. By the time they emerge they may well have come into vogue.

One consideration behind the economic case for rationalizing the sixth forms is the wider desire to bring all forms of post compulsory education closer together. The development of tertiary colleges—to an even greater extent than sixth-form colleges—should greatly assist that policy. In that case the development of a packaged A level of a purely academic type could prove an anachronism. There is a growing case for including in the present study ways of bringing other qualifications in the post compulsory sector into line with A level and bringing them into consideration in devising any broader combination of 18-plus qualifications for admission to higher education.

All change at 16

Hints that the Government is strongly favouring tertiary colleges emerged at the Society of Education Officers Conference (page 6), the Labour Party Local Government Conference (page 8), and the Youth Charter Conference (page 5).

Rival debate

The Conservative Party has announced a 10-point plan for its own Great Debate on education. As well as holding its own regional conferences, and a series of lectures, it will be making a study of comprehensives and how to improve them page 6

Teacher shortage

The scarcity of good mathematics teachers is getting even worse according to DES figures about to be published page 7

Cautious young man

Lord Melchett discusses education policies for Northern Ireland with a wary eye on the effect of imprudent remarks while consultations are going on. page 10, 11

The President's man

Joseph Califano, President Carter's new Secretary for Health, Education and Welfare, is determined to streamline federal involvement in education so as to make more impact on discrimination page 12

Council of Europe

Created at the height of the cold war to foster respect for democratic institutions, the Council of Europe is now suffering from the thaw in international relations and the transfer by its most important members of their money, time and attention to the more powerful centre of the EEC in Brussels. page 13

Curriculum control

How the French system works—and how it is being modified to allow greater flexibility. Anne Corbett page 18, 19

Extra
Making music 33-40

Leaders 2; personal column [illegible]; foreign news 12, 13; sport 16; letters 14, 15; features 17-19; books, nineteenth-century iconography by Lord Briggs, education, Third World, literature, childrens literature, home economics text-books 21-24; resources 25, 26, 27; Talkback, music, child rearing, language 28; arts reviews, The Key to the Universe by John Gribben, Soviet art, ballet, broadcasting and films 70, 71; chess, crossword, Boston notebook by Harry Judge 72.

Classified ad index 29

No comment

Q: In what sorts of ways does a high surface tension affect living things as far as water is concerned? A: The high surface tension enables water to move up tubes and capillaries. Also insects are able to walk on water surfaces because of the high surface tension. Jesus was also able to walk on the waters of Galilee. (Mark 6, 47-52, and Matthew 14, 23-33.)—From a sixth-form college student.

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Mind the flowers

These are heady times for the Inspectorate, now in the process of the internal reorganization described elsewhere in this issue. The HMIs are not everybody's paragons. Once feared, they have had to make the uneasy passage from one dispensation to another. There was a time when they seemed to be losing their judgmental role and becoming advisers only. Now, in the post-Callaghan age, they have been projected to the centre of the stage, their influence increased, their responsibilities enlarged in respect of both their traditional roles as guardians of standards and advisers on curriculum.

The politicians having moved in, and having decided to mobilize public opinion as a counterweight to the teaching profession, it must be to the local authorities and to the Inspectorate that the education service must look to defend essential, though rightly limited, values of autonomy and professional independence, against the expediency of present political demands. The Inspectorate has a peculiar relationship with both politicians and administrators. The value of the advice given by the HMIs depends on their maintaining a certain distance from the routine exigencies of policy execution. They have retained something of the special status implied by their royal title, but at the same time it is well-established that they are at the disposal of the Minister.

In the present context, the Inspectorate's first task is to counter the more simplistic and naive demands for a centrally determined curriculum, and a set of narrow and constricting national examinations to enforce it. It is quite alarming to think that there is still a battle to be fought to keep the Philistines out. But Mr Callaghan let the imp out of the bottle. It is now all too easy to invent a ubiquitous political imperative to introduce this, or that, damaging constraint, not because this could necessarily prove beneficial, but because "the politicians" cannot be denied. It may have been a mistake to bar them from the secret garden for so long, but this is not to say they should now be allowed to trample all over the flower beds.

There are encouraging reasons for believing that the Inspectorate recognizes the dangers. It believes that it is still possible to establish, by mutual consent, clearer guidelines in important areas of the curriculum, without destroying the autonomy of the profession or the initiative of the l.e.a.s. Above all, the Inspectorate understands what the politicians find so difficult to grasp—that the curriculum is something much less tangible than a crude set of rules about the composition of the school timetable; that between the public curriculum and what actually happens, there is a great gulf fixed. Politicians and administrators could, conceivably, act by fiat at the level of timetables and examination syllabuses, but if they want to alter what actually happens, they come up against the fundamental questions of curriculum development—how to implicate the teachers themselves as fully as possible in the process because, without this commitment, the most sophisticated development process is sterile.

Under the knife again

There can be few at work in the local authorities who would disagree with Messrs Shore and Hayward's sweeping strictures at the weekend on the way local government was reorganized.

There can be just as few who would agree with the idea they floated at the Labour Party local government conference (page 8), that we should start right away to mitigate the disasters built into the structure by tinkering with it here and there. And this merely as a preliminary to the long-term root and branch operation which would replace one tier of the existing system if the regional set-up toyed with in the Government's devolution discussion document were to materialize.

One of the little things that might be embarked on piecemeal—Mr Peter Shore described the process euphemistically as introducing flexibility and organic growth—would be the return of power over education, social services and housing to the boroughs within the county areas.

It is one thing to condemn the expensive overlap of functions and arbitrary division of services with which the Conservative Government of 1972 replaced the Redcliffe-Maud proposals. It is quite another to try to pull local government out of the traumas of the last reorganization by starting on another now. The patient may agree that one more operation is necessary, and yet not be well enough to face the knife again for another 10 or 15 years.

In any case, there could be nothing so disastrous for local government as remodelling it with every political swing of the national government. Mr Ron Hayward promised a statement on regional boundaries and services at the 1978 Labour Party Conference which would rule out any regional legislation before the end of the decade and very likely hand the ball back to the Conservatives.

More than one committed town hall man believes that the last reorganization was so appalling that it could have been expressly designed to kill local government stone dead. If the Labour Government does not think its ideas through thoroughly, one more little push now might do the trick.

Hot and sticky hands

Both Mr James Hamilton at the Society of Education Officers and Mrs Williams at the Labour Party local government conference, last week touched on the possibility of specific grants payable by the DES to promote particular policies. This idea is now being kicked around Whitehall in the discussion which continues in the wake of the Layfield exercise. At present all—or almost all—the money which the Treasury pays towards the cost of the education service is handed over to local education authorities in the form of a lump sum rate support grant. Although every year there is the charade of one minister after another solemnly itemizing the list of spending commitments brought together in the calculation of the lump sum, once the money is received by l.e.a.s it is for them to decide how to cut the cake.

In-service training, on which Mrs Williams would like to see a high priority, provides a challenging example. If the DES had its own budget for specific grants in-service training could be singled out for direct funding, and thus allowed to go ahead.

The local authorities are uniformly hostile to specific grants, regarding them as essentially contradicting the rate support grant principle. And certainly anything like the rumoured 10 per cent or more of education moneys on which the DES would like to lay hot and sticky hands would blow the rate support grant sky-high. It would also run the real risk of stopping l.e.a.s from spending on anything which there was the slightest chance they could get the DES to finance directly.

But a small pot of gold would be quite another — more like 1 per cent than 10, to be used to get new projects off the ground. Pump-priming grants could serve a valuable purpose, both in stimulating local activity and also in concentrating DES thinking positively.

Orchestral death knell

Boris Ford

Whatever people may think about the British pound, they certainly continue to think very well of the British orchestras—all 22 of them, employing some 1,500 players.

Indeed, British orchestral playing, and notably British sight-reading, is one of the country's few unassailable excellences. Yet the BBC has not thought very well of its Academy, or at least has not thought it worth the comparatively modest sum it costs to maintain; and so this 10-year-old training orchestra is to be closed down.

At a time when colleges are falling by the dozen, where, the world of education may well ask, are there tears for one small training orchestra of some 36 players? But tears there certainly should be, for the Academy is unique in Western Europe and maybe in the western hemisphere.

It is the only orchestra which exists to help the trained and excellent instrumentalist to cross the gulf between a musical college or university and a fully professional orchestra. To jump straight from one to the other, without having studied the orchestral repertoire or worked under a variety of professional conductors, is more than very many young players can manage, both technically and psychologically. And so Sir William Glock, with the strong support of the Musicians' Union, conceived the idea of a BBC training orchestra, for the BBC's 11 orchestras make it very much the largest single employer of orchestral players.

The orchestra was founded in 1966 as a full-size orchestra: some years later it was renamed the Academy of the BBC and reduced to chamber orchestra size in order to help meet rising costs. Since then, ironically, certain BBC controlling voices have been heard condemning the Academy as being too small to do an effective job.

What kind of job, then, has it been doing? And how is that job to be evaluated, in musical or cash terms? The Academy has been based in Bristol, which has proved an excellent centre because it is close (and ever closer) to London for visiting conductors and soloists, and yet has no permanent professional orchestra of its own.

The members of the Academy stay with it (though one should now be using the past tense) for about two years on reduced professional salaries, and then they go on to virtually all the major symphony and chamber orchestras in the country, some of them, of course, BBC orchestras. That is the measure of the Academy's success: it enables its players to bridge that formidable gulf, to make the rookie and take on the gruelling life of a fully professional orchestral player.

The Academy gives a weekly broadcast and 13 live concerts each year; and it has undertaken a certain amount of touring. The great majority of conductors and soloists who have worked with the Academy over the years, from Sir Adrian Boult to Mr Norman Del Mar, the Academy's present conductor, think very well of its work, and many of them recently wrote to emphasize its importance.

As far as one can tell, the Academy's audiences have greatly enjoyed its concerts. As Mr Del Mar said last year: "I believe in the thing, which is extremely valuable and should go on, otherwise I would not have taken it on. I deplore the retrenchment that has taken place and I think what is happening is a gross betrayal of the whole situation."

But for the past few years, and particularly for the past year, the BBC has said that it cannot carry the cost of the Academy on its own. It has therefore been insisting that it can only continue if some other organization or group of organizations share the annual bill. Exactly what that sum is has remained obscure.

The present annual cost of running the Academy is about £110,000. But if a condition of the orchestra's survival were that it should be enlarged to about 70 players, as the BBC has simultaneously demanded, then the sum to be shared would presumably be nearer £200,000. So the BBC has made various approaches from time to time, to Lord Goodman, the Arts Council, the colleges of music, the major orchestras, in the hope of finding £50,000 to £100,000 a year.

Yet only recently Mr Newby, managing director, radio, indicated that if a consortium of six firms came forward with £5,000 each, the governors might consider their offer. If this sounded like a generous concession, £30,000 being a great deal less than £100,000, it only underlined the financial absurdity of the whole business.

This vagueness about precise figures confirms one's suspicion that sharing the cost of the Academy, or even closing it down, is not likely to rescue the BBC from its financial problems, which are to be measured in millions, not thousands of pounds. This paltry saving would be quickly forgotten by the accountants grappling with far vaster figures.

In which case, the final decision to close down the Academy must really be seen as a gesture of some kind. But whom is this gesture designed to impress? The music-loving Chancellor of the Exchequer? And what evidence is there of likely success?

Certainly the Musicians' Union is not impressed: and it was the MU's policy of insisting on the employment of live musicians in proportion to the hours of recorded broadcast music which was responsible for the creation of the Academy in the first place. The MU has insisted that the importance of the Academy is not that it establishes the BBC as a patron of the arts, but that it has representing a comparatively minor contribution to the training of a profession on which so much of the BBC's ... depends.

The BBC is the nation's ... user of music and thus ... ably has, in the opinion of ..., a responsibility and an ... which it is now relinquishing; this at a time when the ... of the radio budget devoted to employment of musicians ... falling anyway.

If it were really true that the fate of the Academy has been decided on budgetary ..., while other costly and inflated projects go forward, then it ... than ever absurd that radio ... is responsible for all the ... orchestras) was deprived of ... licence income, which in 19... £15m.

On the other hand, if the Academy is being closed down because ... of the BBC's music pundits ... it is "not good enough", what have these powerful barons done ... its quality and its morale? ... support, what publicity, have ... given the orchestra? How ... has it been to the Academy to ... itself treated as the last and ... successful of the BBC's many professional orchestras, as distinct ... being treated and built up as ... BBC's unique training orchestra?

And if the Academy needed to be enlarged to its original full size without increasing the cost to the BBC, then I believe the most promising idea would have been to turn it into an international training orchestra, by bringing in ... 30 foreign instrumentalists ... sadors from their own countries. ... performing musician is the most genuinely international of all professionals, and such a venture, ... there been time and opportunity to explore its feasibility and to set it up, could well have been made into a great success, financial as well as musical and educational.

One of the most depressing aspects of the story is that the BBC steadily refused to postpone its decision for six months or a year so as to give others, as well as itself, adequate time to try to find a solution. And it persisted in this decision without waiting to see either the Annan report on broadcasting or the Gulbenkian inquiry into the training of musicians, both of which are due later this year. All in all, it is a story that does little to enhance one's confidence in the BBC's musical or educational conscience.

Professor Ford is director of the college and further professional studies department of Bristol University's school of education.

Letter to the Editor

Heading for the right leadership?

Sir,—I feel I owe an answer to those teachers who telephoned or wrote to me in reply to my letter "When too much power goes to the head" (December 31, 1976).

A masterly silence characterized all unions, other than some members of NATFHE, who were particularly constructive. A high proportion of comment came from teachers with over 25 years' service.

There was no dissent about the need for accountability, that abuses exist and are a serious threat to education. All were conscious of difficulties. One teacher said: "It is easier to get rid of an American President than an English head teacher", while drawing some interesting parallels with Watergate.

There was evidence of pastoral concern for heads in their lonely and exacting job; even a suggestion that the academically insecure might be awarded honorary degrees to bolster morale.

Suggestions about power limitation were as follows:

That heads should be appointed on limited term contracts—terms ranging from three to 10 years were proposed. That such contracts should be renewable subject to in-service training and a minimum period of full classroom teaching.

That heads should receive a vote of confidence from 60 per cent of the staff every four years in order to sustain their appointment.

That heads should not be appointed under the age of 40 years because of the experience needed, the difficulty of maintaining enthusiasm over a long headship and in order to provide wider promotion opportunities.

That heads should provide in writing the theoretical and practical framework within which the school is run, and that this should be available to everyone, including parents.

That a system of "revolving head appointments" should operate among senior staff members.

That the handing out of allowances and promotions, while involving the head, should be done on a broader basis; the l.e.a. having the final say, thus obviating the "divide and rule" tactics of some, and lessening the prospects of "crawlers".

That there should be enforced a minimal resemblance between an appointment as advertised and interviewed for and the timetable subsequently received by teachers.

If headteacher weakness frequently stems from personal insecurity some of these suggestions would minister to the disease.

My own suggestions for the future would be that all intending heads should be screened by a selection procedure similar to that of the Marriage Guidance Council, where about 50 per cent of applicants are accepted, for training. Potential heads would then receive 12 months training in counselling and ... relationship skills before ... eligible for appointment. After ... probationary 12 months as a head ... confirmation to permanence would be given by the authority, after consultation with managers', teachers' ... parents' representatives. Accountability should be largely prior to appointment.

This aspect of the Great Debate deserves more attention than one reference to "lack of leadership by the head" in the minister's recent diagnosis.

KENNETH C. HENSON,
51 The Parade,
Blacon,
Chester.

More letters, pages 14, 15

Shake-up among HMIs

continued from page 1

the work of the Inspectorate. As she explained last week in her letter to the headmaster about the changes: "The majority of HMIs have been leading a grossly overworked double or even triple life trying to serve promptly both local and national masters."

She expanded the point this week: "It has been thought that the Inspectorate was a model of planning and efficiency, that they were always careful to say 'no' to excessive demands, to avoid overwork and the resulting ineffectiveness. This was not so.

"The model was a responsive one and it was extremely difficult to say 'no' to anyone. Everyone tended to be optimistic and think that doing a good job takes less time than it does. The result was that publications would be delayed or things not brought to a state in which they could be published—with the resulting accusations of secrecy."

The new organization will, she hopes, bring the Inspectorate more into the open as well as producing greater efficiency, a more acceptable pattern of work, and less discourtesy to institutions who have suffered from having visits cancelled at short notice. The aim is to improve the flow of information from the Inspectorate to the schools and to teachers. Speedier preparation of more numerous reports and papers is seen as an important part of this opening up process. A number of the national projects are now nearing publication.

Bringing in HMIs on central assignment for short periods will also, Miss Browne hopes, help to foster a collective Inspectorate view of what is being done. For this reason the central team is slightly weighted towards the younger HMIs who have not lived through the period of centrally determined inspections which in the past fostered cohesion.

The central team is being kept small so that close contact can be maintained with conditions in schools. The two teams are designed to interlock, with the central team planning, organizing and subsequently analysing and writing up the work.

Many studies—as for example the study of middle schools which is to start this year—are set up because the need has become apparent from local HMIs' reports. In this way, Miss Browne intends to preserve the possibilities for innovation and ensure that national proposals are realistic.

Some of the studies due to be produced over the next few years by the Inspectorate—such as the primary and secondary surveys—will be in the traditional definitive form. But over the next few months the first of a new series of more tentative, ephemeral papers, designed as the basis for strategic planning by local authorities will be issued under the title *Matters for Discussion*. The first of these will be the study of good practice in 10 secondary schools and will be published next week, to be followed shortly by the study of classics in comprehensive schools. The 11-16 curriculum papers should be ready by Easter.

The 11 to 16 papers are now being discussed with six local authorities, and will emerge as a range of suggestions. "I think they will be recognized as revolutionary in that they offer a commonly attainable experience to people in schools in a variety of areas without threatening local independence to exploit their particular capacities", Miss Browne said.

In none of these studies will the Inspectorate propose national curricula or national patterns of tests. The aim is to disentangle discussion of standards from discussion of curricula.

Such an approach involves, in the Inspectorate's view, closer definition of the curriculum and an increase in diagnostic testing in individual schools and even local authorities, the sort of thing they are working on in the Assessment of Performance Unit.

It involves attention to standards and to transferability, between stages of schooling and areas of the country. But it does not approach either French ideas of curriculum prescription or a system of national tests at specific ages.

Birthrate poser for ministers

Ministers from all the major departments concerned with social services in a broad sense—education, housing, health, local government—met this week to consider a report drawn up by the Central Policy Review Staff on the effects of a declining population on the social services.

The report covers the next 15 to 20 years and is based on papers and reports submitted by all the departments concerned. The group responsible for the final report was chaired by Mr C. R. Ross, deputy secretary in the CPRS or Think Tank. The operation is one of the first fruits of the Joint Approach to Social Policy (JASP) initiated by the Think Tank two years ago.

The report sets out the implications for the various services of known changes in the population (that is projections based on people already born) and of a variety of possible patterns of future birthrate. It tries, for example, to set down the range of future expenditure on nursery education or on maternity services.

The implications for education, an area most immediately affected by declining numbers, occupy a major part of the report.

Mr James Hamilton, in his speech to the Society of Education Officers, no doubt using the same information as the DES has supplied to the Think Tank, discussed the declining numbers in education, the implications for sixth forms, and particularly in "the excruciatingly difficult exercise in planning", produced by a temporary increase in numbers at the higher levels of education as the early sixties bulge reaches university age.

"Should we assume that the demand for further and higher education in the second half of the 1980s will quickly fall in line with those trends? Or must we be prepared for a repetition of what happened, when those born just after the 1947 birth peak became 18: a fall of more than 150,000 in the 18-year-old age group in only five years was swamped by increases in the rate of participation?

"Nor should we pin our planning of further and higher education too firmly to the numbers of young people alone, when it is increasingly common practice—and one we welcome—to dip back into further education after a period of years in employment."

The DES has recently begun to press Professor Gareth Williams for the completed report on demand for higher education which he was to have finished last year. After Lord Crowther Hunt left the DES and the tentative first findings of the study were published in a *Report on Education* last year, the Department had appeared until recently to have lost interest.

Cuts round-up

Now for some good news . . .

Newcastle upon Tyne has announced a 9 per cent growth in its education budget for the coming year. Not only are the education and other services being maintained at this year's levels, with a built-in 15 per cent increase to cover inflation, the l.e.a. is increasing its spending on many new items.

These include appointment of 54 more teachers, and 57 non-teaching staff, and the spending of £230,000 when the city takes over two Roman Catholic direct grant schools which are to come into the comprehensive system as voluntary aided schools in September. This brings a further 220 staff on to the payroll.

Mr Jack Chudleigh, director of education, said on Tuesday after the education committee had approved its estimates for 1977-78: "It is a delightful budget. All the teaching and non-teaching unions are delighted with it."

The net increase in education spending from £37.6m this year to £41.3m for the coming year is largely due to the city having money to spare. There is unlikely to be a rate increase in April.

All pupil-teacher ratios are being maintained; capitation allowances will be maintained with an inflation allowance as high as 25 per cent on some items such as woodwork and metalwork materials. The authority is increasing its share in an outdoor centre it runs with two other l.e.a.s. There is an improved scheme for cleaning all schools; in-service training will be increased to take in more teachers, cleaners and caretakers.

Newcastle is also to spend on safety representatives and safety committees under the Health and Safety at Work Act—two items which the Government specifically excused l.e.a.s from when the rate support grant settlement for 1977-78 was announced in November.

The city is also improving social amenities at a sports centre which was built on a shoe-string budget several years ago.

Newcastle's new "stress fund", which this year has stood at £500,000, with £100,000 of that going to education, is expected to be doubled next year. Education's share this year has been spent on a new community building, tidying up derelict educational sites and appointing an adviser for the city's pre-school children.

. . . but more bad news, too

Avon

Avon education committee has voted to cut £2m from its budget for next year. The cut will mean the loss of 754 school assistants and meals supervisors and 290 teaching jobs, although redundancies are expected to be avoided by natural wastage and redeployment.

The committee has £99.7m to spend on education. The savings will be made by not increasing spending on books, paper and pencils, limiting free transport, reducing the number of sixth-form teachers, getting rid of surplus staff and cutting back on supply teachers.

Strong opposition to the cuts is expected from the teacher unions in the county who are already angry over the sacking of 32 part-time teachers.

Gwynedd

Gwynedd education committee has decided to postpone cuts in the number of free meals that teachers get for doing dinner duty.

When the committee met last week it referred back to the schools subcommittee the proposals that teachers volunteering to supervise the midday meal should in future receive a free dinner only on those days when they were actually on duty and not, as at present, on every day. The plan would save about £45,000 a year in the food bill.

What has angered the teachers—there are more than 2,000 in the authority's 200-odd schools—is that the proposal was apparently made without consultation. An agreement under which meals are supplied to volunteer teacher supervisors every day was made with the teachers' organizations in July, 1974, and the teachers say that if the agreement is varied they will cease to undertake lunch hour supervisory duties altogether.

Mr Handel Morgan, the local secretary of the National Union of Teachers, said that teachers would have no option but to withdraw their labour. "Head teachers might then find themselves in a position where they will have to recommend to the authority the suspension of the school meals service", he added.

Gwynedd's second largest teacher union, the National Association of Teachers of Wales, which has about 750 members in the county, is committed by resolution of its annual conference held last month to withdraw all midday supervision if the plan is adopted. The association's county secretary, Mr T. Emyr Pritchard, said: "The proposal is equivalent to a £2.50 a week salary reduction".

Essex

Teachers' unions in Essex have joined with other trade unions in a campaign of industrial action against proposed spending cuts.

They will refuse to open school if, for example, the caretaker is a NUPE member on strike, and they will not cover for jobs normally undertaken by members of NALGO, NUPE and the Fire Brigades Union, who are calling a strike for March 1.

At a meeting in Chelmsford this week representatives of the National Union of Teachers, National Association of Head Teachers and the Joint Four said they could not join in the strike action. But they would support it.

Benefits case may help students claim

The Court of Appeal this week reserved judgment in a case which could affect the right of thousands of students to claim supplementary benefit.

Mr Robin Atkinson, aged 21, a former law student at Newcastle Polytechnic, challenged the right of the Supplementary Benefits Commission to assume that parents have paid their contribution to the grant irrespective evidence.

Mr Atkinson, who conducted his own case, was awarded a reduced amount of benefit during the 1975 summer vacation because of an assumed vacation element in his grant.

If judgment is given in Mr Atkinson's favour the Government will have to think again about a Bill at present going through the House of Commons which would make the current practice law.—*THES*.

Poly graduates stand better chance of jobs

Polytechnics are now turning out more than 10,000 graduates a year, according to statistics released this week by the Committee of Directors of Polytechnics.

Their survey of first degree and Higher National Diploma students who left polytechnics in 1975 shows there were 10,473 graduates and 2,975 HND students. The graduate output represents an increase of 50 per cent over 1973.

Courses validated by the Council for National Academic Awards were followed by 86 per cent of polytechnic first degree graduates; 54 per cent of these entered permanent employment compared with 30 per cent of students following external university courses.

"It is clear that CNAA graduates more readily find employment" say the committee.

It also says that more CNAA graduates went on to further academic study (8 per cent compared with 6 per cent). "This higher proportion could also be seen as evidence of a higher academic achievement among polytechnic graduates from CNAA courses."

Polytechnic First Degree and HND Students, 1975—some details of first destination and employment, Mr Robert Porrer, Polytechnic of Central London.

'Tell them about Third World'

Schools should devote more time to teaching about the Third World in a Britain that had to live on its wits and not on its Empire, Mr Frank Judd, Minister for Overseas Development, told the London University Institute of Education.

It was essential, he said, for children to know more about the world they lived in. Britain could no longer afford amateurism or grotesque mistakes in trade or world affairs.

BACK TO BASIC THINKING

The CoRT Thinking programme developed by Edward de Bono is probably the most widely used programme in the world for the direct teaching of basic thinking skills. Several thousand educational establishments have already acquired the programme for their own study and use. The popularity of the programme arises from its practical and *structured* approach to the teaching of thinking. This makes it useful to those teachers who have always wanted to treat thinking as a teachable skill.

The CoRT programme has been used over a wide range of ages and abilities since thinking is so basic a skill. Teachers find that they can use the solid framework for their own purposes in such areas as: English, General Studies, IDE, Head's contact lesson and as a thinking base for traditional subjects such as Geography and History.

The CoRT programme is now complete and the following sections can be used independently or as a whole:

CoRT 1: BREADTH
CoRT 2: ORGANISATION
CoRT 3: INTERACTION
CoRT 4: CREATIVITY
CoRT 5: INFORMATION AND FEELING
CoRT 6: ACTION*

(*CoRT 6 provides a general thinking framework that can be used independently of other CoRT material.)

Further details from Direct Education Services Ltd., *1 Alfred Street, Blandford Forum, Dorset DT11 7JJ.*

University odds swing to women

The idea that women have less chance of being accepted to train as doctors is wrong, according to the Universities Central Council on Admissions.

Its annual report for last year published yesterday says women have a slight advantage over men when applications which have no chance of acceptance are discounted. The same is true in languages, engineering and technology.

The UCCA bases its claim on a union it calls the "real field". This contains the candidates whose applications subsequently prove to be up to their aspirations, 80 to 92 per cent of whom eventually get the university course they want.

A larger proportion of women candidates with adequate qualifications than males are accepted. "The general conclusion to be drawn from this is that the prospects of admission among applicants who are able and willing to take a university place are now slightly better for women than for men", the report says.

The number of British women going to university has increased over the past 10 years from 29.7 to 36.4 per cent of all entries.

Last year the total number of applicants for university places rose again after being down for several years. Applications from home students were 3 per cent above what might have been expected because of the bigger age group.

Next year, for the first time, the UCCA is to introduce a fee of £2 for applicants. Last year that would have brought in £284,600.

UCCA 14th Annual Report 1975-76, obtainable from PO Box 28, Cheltenham, Gloucestershire GL50 1HY, 65p.

● More overseas students are applying to British universities despite fee increases of between 50 and 100 per cent.

Figures released by the Universities Central Council on Admissions show that 12 per cent of the 138,909 applications received up to December 15 were from overseas, compared with 11 per cent of the previous year's December total of 126,587.

Overall applications this year are 9.7 per cent higher than last.

Last November Mrs Shirley Williams, Education Secretary, announced that fees for postgraduate students from overseas would go up from £416 a year to £850, starting in October. Undergraduates from overseas will be paying £650 instead of the current £416.

UCCA estimates that the final number of candidates may be 154,000 compared with the 142,000 who applied through it last year. More women have applied this year—35.4 per cent of the total compared with 34.5 per cent last year.

Testing, transfer, teachers

by Bob Doe

A national system of tests in the basic skills and minimum qualifications in mathematics for would-be teachers were among proposals put to the Education Secretary this week by the Council of Local Education Authorities.

The council told Mrs Shirley Williams, while commenting on her annotated agenda for the series of regional conferences on education due to start later this month, that while it welcomed the idea of a core curriculum, it did not want "a single, rigidly imposed" one.

A core developed school by school with local authorities was suggested. Responsibility for ensuring that employers and parents were consulted and that there was some coordination between schools and colleges should be retained.

CLEA says it has been concerned about standards in schools. "CLEA would welcome the development nationally of a range of tests of performance which could be made available for local use."

It shared Mrs Williams's concern for developing in-service training of teachers, but in the present financial situation even some of what already existed might have to be cut.

"CLEA hopes that, as most teachers of younger pupils have a responsibility for mathematics, the entrance requirements for initial teacher training will be modified to include a test of basic competence in numeracy for all teachers."

The council rejected the idea that schools were merely a preparation for working life. "Schools have a wider responsibility to pupils as individuals and to society as a whole."

It wanted employers to do much more by encouraging day release and specifying much more clearly what skills they want their recruits to have.

●

There should be a comprehensive policy for 16 to 19-year-olds instead of allowing brighter youngsters to stay on at school for A levels while the less bright transfer to vocational courses at colleges of further education, say the Association for Liberal Education in their contribution to the education debate.

"The country, we believe, will greatly benefit from a tertiary system in which all full-time and part-time students can learn alongside each other. Such an environment would be a better preparation for working together within industry and within society."

At the moment this sector of education is in complete chaos. The association cites the overlap between secondary schools and further education, the proliferation of examinations, the overlap between the Department of Education and Science and the Training Services Agency, and the confusion of different methods of financing students. They want a single Government department to be responsible for education and training.

There are more urgent aspects of education policy than the development of a common core curriculum.

●

Schoolchildren believe teachers are out of touch with the real world, and the careers guidance given by schools is laughable, say the National Association of Youth Clubs, in a letter to Mrs Shirley Williams.

The NAYC, which claims to be the largest unit-uniformed organization for young people in Britain, says that they complain that because most teachers go straight from school to college and back into schools they are inadequately equipped to prepare youth for jobs in offices, factories and shops.

The association wants teachers to spend a compulsory two years outside the education system.

Those who leave school at 16 are getting a raw deal from the Government compared with those who go to a university, a conference of 200 members decided. This was true not only for the money spent on tuition but for the Government money spent on social and leisure activities.

"This was deplored by the conference and it looked forward to a fairer distribution which would bring much needed resources to disadvantaged young people in inner-city areas", say the association.

●

Improvements in school standards depend on a supply of high quality teachers rather than a core curriculum or national tests, say the National Association of Teachers in Further and Higher Education this week in their comments to Mrs Williams on the annotated agenda for the national education debate.

To this end they want a four-year training for teachers and more induction and in-service training. "We believe this would bring longer-term benefits to the standards in schools."

The 67,000-strong association warns that the great debate will be a waste of time if there is no money to carry through objectives agreed upon. "Debate is no substitute for resources."

NATFHE deny that there is evidence of declining standards in schools, and say there is little to be gained by discussing alternative forms of testing and assessment at the regional conferences. These should be left to the profession.

Preparation of young people for work, they say, is the responsibility of further education, training bodies and employers. Schools should merely provide a good general education.

Councils keen to keep control of purse strings

The Association of County Councils reacted strongly this week to recent hints that there should be specific grants from the Government to help pay for parts of the education service.

The suggestions were made at recent conferences by Mrs Shirley Williams, the Education Secretary, and Mr James Hamilton, Permanent Secretary at the DES. The most obvious first candidates for specific grants would be the induction programme and in-service training, both of which have suffered considerably from cuts in spending.

Mr Carleton Hetherington, secretary of the ACC, said at a press conference on Monday that his association was still firmly opposed to the idea. "Our education officers say quite firmly that it is not the way to spend money at the moment.

"The introduction of an induction programme using specific grants would be a clear indication of a quite wrong policy", he said. "These things might be desirable in more affluent times. But we are saying that we want to continue to have the money in a block grant because the authorities know what their priorities are."

Little Ilford teachers to sue union for damages

A writ was served on Mr Fred Jarvis, general secretary of the National Union of Teachers, this week by Mr Graham Lane, a teacher from Little Ilford School, Newham, who has been suspended from union membership for refusing to sign a form.

Mr Lane is seeking immediate reinstatement as a member and a declaration that the union's disciplinary procedure is contrary to natural justice. Thirty other teachers from the school who have also been suspended, are about to instruct lawyers to seek injunctions and damages from the union. Legal moves were set in motion this week after appeals against the suspensions were rejected by the union executive.

The teachers were notified that their suspensions were confirmed until they agreed to abide by the rules of the union and accepted the existing machinery for taking industrial action. Mr Lane was told he would be reinstated if he telephoned the union's regional official or wrote saying he would abide by the rules. He said this week that he had already written to Mr Jarvis accepting the rules but that did not seem to have been enough.

The internal disciplinary action against the Little Ilford teachers was set in motion after they refused to sign forms saying they would not take part in unofficial strike action. The forms were issued last October when the teachers stopped work for an hour in support of a colleague who refused to stand in for a teacher absent on maternity leave.

Mr Lane had taken no part in the stoppage but would not sign the form. He has told the union he had not broken any rules and would abide by them. His union membership is important for his position as the Labour Party's prospective parliamentary candidate for South-West Staffordshire.

He said this week: "I'm very sad I have to serve this writ after 11 years' loyal service to the union." Mr Birendra Singh, spokesman for the other Little Ilford teachers, said their next move was to ask solicitors to seek injunctions and damages in the courts.

Stephen Cohen

School closure 'a humbug'

Mrs Shirley Williams, the Education Secretary, was criticized this week for endorsing a decision by the inner London Education Authority to close the 185-year-old St Marylebone Grammar School. The parents' association condemned her as "a humbug".

The ILEA decided last year to withdraw financial support for the 550-pupil school. The last intake of pupils will be this summer, and the school will close in 1981.

Teachers and parents accepted that the school could be turned into a small comprehensive. But she bitterly objected to plans for it to be merged with the nearby Rutherford Comprehensive.

Last year the parents' association won a High Court action to prevent the merger move, but then the Labour-controlled ILEA decided to stop financing the school.

On Tuesday the association's chairman, Mr Trevor Smith, said: "By her action, Mrs Williams has revealed as a humbug. All her fine talk about raising standards and encouraging parental participation and providing a choice of similar schools are empty, loud-sounding nothings."

PERSONAL COLUMN

Gerry Fowler

Uncommonly hard road to the core

The Prime Minister's judgment of education at Ruskin College in the autumn has some Pilate-like characteristics. "What is a core curriculum?" said jesting Jim, and would not stay for an answer.

It now seems that before he left Oxford, he ritually washed his hands of the whole affair, and handed it over to his centurion Mrs Williams and the Chief Priest, Sir Alex Smith. For all the outpourings of the scribes of the press, myself included, and the mutterings of the Pharisees of Tothill Street, the question has become ever more confused.

The regional conferences the Secretary of State is organizing may add to the confusion, unless the participants all have the same conception of the subject of the Great Debate, and have a common understanding of the objectives of a core curriculum, as well as of its possible character.

What is the purpose of introducing a core curriculum in the schools? One aim is to ensure that all those leaving school, or nearly all, have acquired certain knowledge and skills, seen as the foundation of all subsequent learning and as essential to success in almost any job or career.

What are the skills? There is no agreement save on basic literacy and numeracy, and even here the standard required is unclear. If one may judge by some documents emanating from Government departments, and presumably deemed acceptable, the standard of literacy at least is unlikely to be set too high.

What knowledge is held to be essential? It is commonly assumed that English and Welsh education often fails to develop an understanding of the principles of physical science (whatever they may be), thought necessary for later technical training. Beyond that, the rest is not silence, but Babel. It is not even clear whether scientific teaching should be theoretical or practical in orientation—designed to develop knowledge of what happens and how to make it happen, or why it happens.

In any event children need more knowledge of the world about them than they can gain from study of physical science alone. Presumably a core curriculum will include some form of environmental studies. What is their content? How will they differ from traditional geography, and will they in a shrinking world include political geography? How does our membership of the EEC change the composition of the "core" of even this narrow area of study?

Since any child entering school today is likely in his working lifetime to become a citizen of Europe as well as of the United Kingdom, the case for at least one foreign language as part of the core curriculum must be strong. (Many Welsh children would of course learn not two languages, but three.) But is that language to be seen as a knowledge or as a skill? The answer must be found, for example, for history, religious education and PE. Yet pronouncements by the Department of Education, including the discussion document for the regional conferences, still use the word "subjects".

It is precisely the compartmentalization of knowledge which has given rise to many of our present difficulties, for it leads to narrow specialization. Even those who have studied the same subjects may have used widely differing syllabuses. Merely listing subjects may not therefore be another possible objective of a particular reform—the transmission of a corpus of knowledge common to all citizens of an increasingly specialist and fissive society.

If we could reach agreement on what constitute essential skills and knowledge, we might find that unified rather than a subject based curriculum offered the only hope of successfully transmitting them. But that demands a radical reform of the examination system. In turn that implications for the structure of and admission to further and higher education.

Thus, even if we assume that agreement on the content of a core curriculum could be reached, at least with those who must operate it, the teaching profession, its effective implementation is a task for years rather than of months. No doubt if a slim consultative document and a few regional conferences will do much to clarify these complex problems.

Because I am president of the Association for the Teaching of the Social Sciences, The Prime Minister agrees with me, for he has stressed the importance of understanding the dependence of society upon its wealth creating activities.

Education is of course affective as well as cognitive. Devising any curriculum in social studies is therefore a risky business, since the teaching of it may alienate pupils from our society as well as communicating understanding of it. Yet we must set our hands to the task, since it is precisely the inculcation of attitudes inimical to productive industry which is seen as the greatest weakness of effective education.

Perhaps this weakness can be overcome only if, second order education includes a process of induction to industry, whether through the study of careers, or link courses, or periods in the work environment. All children must undertake this, not just the technically inclined or those "good with their hands": the flight of the academically able from industry is a major part of the problem.

I hope it is by now clear that any attempt to determining the content of an acceptable core curriculum by listing subjects is doomed to failure. The list must be either unduly restrictive, or so all-embracing as to tax the wits of the most sophisticated timetabler and the energies of the most dedicated pupil. Even the list implied by my argument is not exhaustive; a place for trying to impose their own ideas instead of letting youngsters decide what they wanted for themselves. The youth workers were too busy chasing their own goals and building up their activities while youngsters were turning to commercial entertainment and being "ripped off".

Delegates complained that when young people got together on a project of their own and tried to get help they found the money was controlled by people who did not understand or sympathize with their efforts. The talk-in chairman, a senior official of the National Youth Bureau, brought the noisy confrontation to the end, despite protests, in order to avoid disrupting the conference timetable.

Top brass turn attention on youth

by Mark Jackson

Leading politicians and statesmen led the discussions at the Youth Charter Conference in London this week. It was the most spectacular conference the youth movement has ever held.

Nearly 1,500 delegates—a third of them teenagers from schools, colleges, and industry—were in the £4m Wembley conference centre on Monday when the Duke of Kent officially opened the building. For £4,500 a day facilities were provided without charge by the Wembley Stadium management as a promotional gesture.

On Tuesday the conference heard the Education Secretary, Mrs Shirley Williams, debate the future of the youth services and of teenage education with leading educationists. Later in the week conference sessions and talk-ins were addressed by, among others, Sir Harold Wilson, Mr Edward Heath and Sir Arnold Weinstock, head of General Electric.

Statesmen of world rank told the conference on Tuesday that youth had the power and responsibility to solve the critical problems that face the world.

In a moving appeal to Britain's young to assert itself, Mr Sean MacBride, the United Nations Assistant Secretary General, said that humanity would destroy itself in the next few years unless the arms race was stopped.

"You are not powerless", he told the delegates. "It is the growing influence of public opinion which stopped the Vietnam war and which is leading to changing attitudes towards civil rights in the communist countries."

Mr Edward Heath echoed Mr MacBride's insistence that youth had more power than ever before, largely as a result of the development of communications.

Communications were double-edged: they had told the world what was happening in Vietnam, but had also helped the IRA and made the current situation in Northern Ireland a great deal worse than the one he had faced as Prime Minister.

He told the delegates: "Travel and talk with people. Work to change public opinion through your organizations.

The real battle now was one of ideas and Western youth had the responsibility to show that our ideas were the right ones.

"If the Third World sees slums and schools in decay they are bound to have doubts about the Western way of life. We have the task of persuading them that what we have is better than anything that Moscow and Peking speak for."

Delegates to a talk-in led by Professor Bernard Crick insisted that there was no lack of political awareness among the young.

On the platform: Dr Fred Milson, Sir Frederick Pointon, Professor Walter James, Miss Margaret Maden, Mr Tyrrell Burgess and Professor Bernard Crick.

Adult approach is best for 16-19s

Pupils over 16 need to be treated as young men and women, Mrs Shirley Williams, the Education Secretary, told the Youth Charter conference on Tuesday.

In her second public reference this week to tertiary colleges, she said: "It is my own guess that they are the direction in which we are going to go."

Resisting suggestions that the leaving age should be dropped for pupils who were bored by school and wanted to get out into the adult world, Mrs Williams said that the school years would have to be shaped so as to provide them with the things they wanted.

In pressing for schools to become more aware of the need to prepare their pupils for industry, said Mrs Williams, she was not thinking of "a dreary vocational training". She wanted schools to teach how industry worked, and to understand things like the Bullock committee on industrial democracy.

It was not a question of choosing between this and social education. "But too many of us have regarded it as demeaning to be concerned with industry and know nothing about it. That attitude is at the root of a profoundly divided society."

There was considerable conflict over these issues: the last thing many parents wanted was for schools to concern themselves with social education and the involvement of their pupils with society.

There had never been, as people had believed, a golden age of consensus as to what schools should be doing. "A decade ago we oversold the idea of education as though it could do everything and now we have got to live with over-expectations."

Mrs Williams protested at the way politicians were blamed for the alleged non-involvement of young people in society and talked of as if they were "alleycats".

"If you regard us all as unreasonable, corrupt, dogfighters that is in the end what you will get. When we are subjected continually to this sort of thing it does not make it easy to stay objective and honest. The politician in the end is as good as the society that has produced him."

Young pour scorn on their elders' obsessions

The conference brought out deep divisions between many of its young people and the adults involved.

The National Youth Assembly, which claims to be the biggest group of youth-controlled organizations in the country—and is heavily represented in the new DES-sponsored Youth Service Forum—stayed away from the conference. The Greater London Youth Council also refused to support it, claiming, like the assembly, that the conference was being staged by adults who had kept young people out of its planning.

But there were more serious criticisms of the adults from the teenagers who did attend—a minority of a few hundred among the mainly adult delegates. At the first opportunity, a talk-in on the second day of the conference, they launched a fierce attack on the professional youth workers.

The attack was set off by a series of speeches from the professionals complaining almost cynically in their budgets and a plea by the panel leader, Dr Fred Milson, for more resources for youth work.

Teenage speakers, backed by some of the younger youth workers and a number of the unpaid volunteer workers, poured scorn on the adults' preoccupation with money. They insisted that existing resources needed to be used properly, and blamed the youth service organizations for trying to impose their own ideas instead of letting youngsters decide what they wanted for themselves. The youth workers were too busy chasing their own goals and building up their activities while youngsters were turning to commercial entertainment and being "ripped off".

Delegates complained that when young people got together on a project of their own and tried to get help they found the money was controlled by people who did not understand or sympathize with their efforts. The talk-in chairman, a senior official of the National Youth Bureau, brought the noisy confrontation to the end, despite protests, in order to avoid disrupting the conference timetable.

Why teens feel fit for nothing

Young people in the 16 to 19 age group are getting little real help despite the multiplicity of services that exist to help them, Mr Tyrrell Burgess, of North East London Polytechnic, told the youth charter conference on Tuesday.

"There is no hope in the existing set up and we must start afresh", he said. "Education for 16 to 19 year olds is nothing if it doesn't help to solve social and economic problems. At the moment, individuals suffer from ignorance, incompetence, and dependence all fostered by the services provided and so drilled into young people that they are fit for nothing at the age of 18."

The education system should be geared to the needs of individuals who wished to change themselves in some way. "I am very impatient with the view of the curriculum that aims at something else."

Any new scheme for the education of 16 to 19 year olds should start with the individuals. "Systems are very difficult to change", he said. "That is why I am against them".

90 per cent 'want regular three-R tests'

Overwhelming majorities against comprehensives and in favour of regular testing of reading, writing and arithmetic in all schools were recorded in an opinion poll carried out by Conservatives in North Islington, London.

"We do not claim that the results of this survey are necessarily representative of the views of the North Islington electorate as a whole", their report says. "But when all the appropriate qualifications and reservations have been made, certain broad conclusions stand out."

● Ninety per cent wanted regular testing of the three Rs.

● Less than a fifth thought that comprehensives provided properly for the above or below average.

● Three-quarters were concerned about political indoctrination by teachers.

The "appropriate qualifications" included that only 12 per cent (264) of the sample of 2,200 replied to the questionnaire.

More than two-thirds (68 per cent) of the electors questioned believed that standards in primary schools were falling. More than half (56 per cent) thought schools did not adequately equip children for jobs.

A school to save energy

Work is to start soon on the first of a new generation of primary schools in Kent which have been specially designed to conserve energy.

Godinton Junior School, Ashford, will derive "high environmental comfort" from a much lower level of energy than traditional schools. Light-sensitive switches will automatically turn the lights on and off.

Insulation in the outside walls and roof will be superior to any used in Kent so far. Although there will be fewer windows, the design of the single-storey building will permit maximum use of daylight. A new type of rooflight will prevent dazzle and heat loss. It can be adopted to take solar collecting panels if experiments in other parts of the country are successful.

'Let's talk standards'

The Council of Local Education Authorities has asked Mrs Williams, the Education Secretary, to discuss educational standards when it meets next Thursday.

CLEA will also be discussing in-service education, school meals and the building programme, and will ask Mrs Williams to develop some of the views she expressed at the recent North of England conference.

The Community Relations Commission has been swapping ideas with l.e.a.s on ways of improving education for blacks

Making up for lost time

A recognition of past failure and a determination to improve things for black schoolchildren emerged at a meeting of the Community Relations Commission and l.e.a.s last week.

The CRC had invited local education authorities in multi-racial areas to discuss the question of new forms of special funding for multi-racial schools and areas, and were warned by Mr Gerry Fowler, Labour MP for The Wrekin, to make their case with passion but to make it watertight".

He said that parts of the discussion document produced by a joint CRC/l.e.a. working party on a central fund for multi-racial education could be "no more than whistling into the wind".

This proposal differs from the present form of grant aid under section 11 of the 1966 Local Government Act in that the grant would be paid at a rate of 90 per cent of expenditure and would help not just with staffing, but also with capital expenditure and overheads. It would, in addition, to the specific heads of expenditure it covered, cover extra expenditure not presently reclaimable as well as expenditure designed to give ethnic minority pupils an equal opportunity to succeed (through positive discrimination).

Mr Fowler said a major Government initiative on multi-racial education was unlikely on three counts: the constraints on public expenditure, the fact that education spending was mostly met by l.e.a.s, and the principle that the Government should have no control over the division of funds.

The case for specific grants for black education could only be made if specific grants for certain educational purposes were reintroduced, he said. Moreover, the Government did not think that this was the time for major amendments to the grant system.

Reviewing the disadvantages of the section 11 grant, Mr Fowler said that because it was not an education grant, the Department of Education did not give it much priority. It also related only to the employment of staff rather than other items of expenditure.

The trouble with the Urban Aid Programme, the other possible source of funds, was that the money was limited and there was great competition for it. It was also related to all forms of disadvantage in inner cities, not specifically to racial disadvantage and it was short term aid.

The central fund proposal would require new legislation. If there was to be a new Education Bill, concerned at least in part with the education of ethnic minority children but separate from race relations legislation, the Government would have to consider imposing new duties on l.e.a.s.

Additional grants would have to be given for those duties. But the Government was unlikely to ask l.e.a.s to spend more while it was restricting central grants.

It was important to monitor information and experience. But he knew of no evidence that the Assessment of Performance Unit gave high priority to the assessment of black children, using culture-free tests where necessary.

The DES was not at any pains to appoint members of ethnic minorities to boards and commissions, nor to seek the advice of organizations representing them. Nor had it ever issued any guidance to school managing bodies or education committees on the subject.

Mr Fowler took the DES severely to task for failing to be properly aware of the needs of black children. It was in a weak position to require local authorities to collect statistics when it refused to do so itself. This was a matter that the Department's new "planning command" might look at.

Education could not solve all their problems, but it could help with linguistic disadvantage. The DES ought to but had not issued guidance on this. He had also yet to see any discussion in the Department of the special educational needs of black children in the context of a core curriculum, of in-service training, or of the difficulties which nursery class hours posed for West Indian working mothers.

Mr Dudley Fiske, chief education officer for Manchester and a member of the governing body of the Centre for Information and Advice on Educational Disadvantage, warned that the centre should not be made a scapegoat. If it failed it would fail because everyone attending the conferences, and others, had failed.

It had been set up to discover good practice in multi-racial education and it had to be helped in the task.

It was necessary to start acting and thinking about black education in unorthodox ways, he said.

Mr Eric Bolton, HMI responsible for multi-racial education, agreed. There had been very little change in what schools actually did and there was a tendency to go in for one-off experiments, like black studies. This was the wrong approach. It was important not to link disadvantage automatically with colour. Schools must begin to look at black children in a more positive light.

Frances Stadlen

Tories plan 'cells' to lift all-ins

The Conservative Party is to publish a study of comprehensive schools and how to improve them as part of a 10-point campaign to raise educational standards.

Mr Norman St John-Stevas, Opposition spokesman on education, said last week that the new campaign, Standards 77, would be the third stage in a programme begun by the Conservatives in 1974.

"Our aim is to get our own ideas across and at the same time to consult our supporters and hear the views of teachers and all those concerned with education." It would be entirely separate from the great debate begun by Mrs Shirley Williams.

In May four lectures on the purpose of education will be held at Westminster. A series of regional conferences for teachers, parents, and others will be held at Manchester, Newcastle, Southampton and Canterbury. The conferences would lead to the setting up of "cells" of people concerned with raising standards.

A special education and industry conference is planned, as well as a non-party conference in June on religious education in state schools.

In December, 1974, Mr St John-Stevas set up a network of study groups, under the chairmanship of Tory MPs but bringing in outsiders in the education world. Last year they produced reports on standards and discipline, parental rights, education vouchers, post-school education, pre-school education, and youth.

They are now turning their attention to the 16-to-19 age-group, special education, vocational education, teacher training, and the funding of education.

As a final part of the campaign a discussion paper of the arts will be published.

Mr Andrew Rowe, Conservative director of community affairs, who will be in charge of the project, said that the Young Conservatives and the Federation of Conservative Students had promised to cooperate.

"We hope to start all over the country groups of people actually talking about the education of their children."

Norman Jackson, coke oven operator, Brian Vessey, casting operator, and Geoff Turner, training officer, all from the British Steel Corporation, look at the work of pupils from Foxhills Comprehensive, Scunthorpe, part of a pilot scheme to bring education and industry closer together.

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Society of Education Officers conference

DES chief puts his weight behind sixth-form colleges

by Mark Vaughan

Education authorities were urged by the Department of Education and Science last week to set up more sixth-form and tertiory colleges for the 16- to 19-year-olds.

Mr James Hamilton, Permanent Secretary at the department, praised the 70 sixth-form colleges now in England and Wales, and told the Society of Education Officers conference in London: "It seems to me we could go a good deal more in moving towards the sixth-form college or the tertiary college."

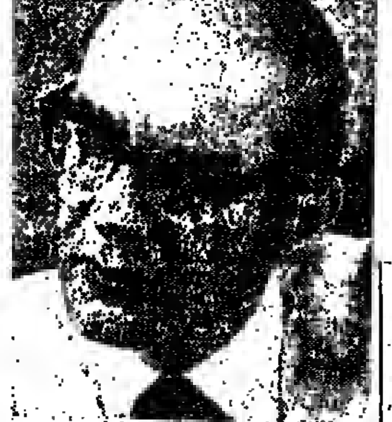
They had eliminated many of the difficulties arising from the multiplicity of courses and small teaching groups. Cooperation between them and neighbouring colleges of further education could provide more economics. An extension of this cooperation had led to the concept of a tertiary college and there were now 11 of these in operation.

After a "severe lecture" by Lord Alexander, secretary of the Association of Education Committees, on shortcomings in the education of 16 to 19-year-olds, he had come to realize that in many ways their problems epitomized the general difficulties of further education and "encompass, in addition, many of the planning problems arising in the final years of schools education". He was struck by how thinly dispersed sixth forms were, and how small they were.

Just over 60 per cent of all secondary schools had 100 or fewer students in their sixth forms; the average was about 80. The average size of an A-level class was 7½. "Given the birthrate trends the size of teaching groups is likely to decrease and the proportion of uneconomic groups will be correspondingly greater."

He could see no clearly defined path for the "lost half" of the 16- to 19-year-olds—the young people who had gone directly into employment which offered few opportunities for further education and training, or worse still, those who became unemployed immediately they left school.

"With resources so limited, it would be foolish to suggest that any spectacular advances can be made. But we—the department, the local authorities and the Training Services Agency—must try to give another heave on this particular rope."



James Hamilton

On standards and discipline in schools, Mr Hamilton said there was a "striking dichotomy" between the malaise felt by the general public and the evidence held by the DES. However, much of the quantitative evidence in the hands of the Department was not in a form which the public could readily assimilate. Much work had still to be done in this respect. There was also a great potential contribution to be made by l.e.a.s.

Although much of the criticism was unjustified, there was a danger that automatic reaction against it would simply deepen public unease. "The education service as a whole has to accept that we are all in the public spotlight. We had better learn how to turn that to advantage."

Changes in the birthrate and reductions in teacher wastage were pushing the country inexorably towards that long-desired greater degree of stability in the teaching force. "In this situation the quality of teacher training, and particularly of in-service training, becomes of central importance.

"Do we not need to go much farther in making sure that the attitudes and curricula in the training institutions are sensitive to present-day needs in the schools?"

If they wanted the DES to "exercise a bit more muscle" on behalf of the education service, he told the conference, there was something to be said for an element of specific grants from the Department to local education authorities.

Women hardest hit in jobs scramble

by Bert Lodge

A survey revealing nearly 10,000 newly-qualified teachers still unemployed confirms the teacher unions' claim of 20,000 jobless teachers, the author of the survey said this week.

Mr Ed Peirson, principal of Worcester college of higher education, who has conducted an annual survey into fortunes of newly-qualified teachers for several years, found that the worst affected were women holders of the three-year certificate. A third of those in the 33,685 survey, covering 71 per cent of last summer's output, were still looking for jobs after last term had started.

Both Mr Peirson and Mr Francis Cummerts, vice-president of the National Association of Teachers in Further and Higher Education, agreed that schools were showing a clear preference for graduates, even for primary posts. Compared with the figure for certificated women, 24.5 per cent of women with the postgraduate certificate were unemployed and 19.6 per cent of women holders of a BEd.

Among men teachers, only 14.4 per cent of BEd graduates were still looking for work, compared with 20.5 postgraduate certificated and 26.2 per cent with the three-year certificate.

Commenting on a recent survey by the Universities Council for the Education of Teachers which found no more than 6.1 per cent new graduate teachers unemployed, Mr Peirson pointed out these figures only applied to the output of university departments of education whereas his was concerned with those who had qualified in colleges and polytechnics. Even so he found the UCET results low.

Noting the NUT estimate of 6,000-8,000 teachers still unemployed from the previous year and 1,900 in non-teaching jobs, plus an imprecise number of married women anxious but unable to enter the profession, Mr Peirson remarked: "I would not quarrel with the figure of 20,000 teachers jobless."

His survey found that of the 1,870 who had gone into non-teaching employment only 15.3 per cent were in work related to teaching. Nearly half had found work in industry, mostly in relatively low positions, though they included categories of air hostess (36), filing (121), hotel management and professional footballer (one).

"It is clear", Mr Peirson said, "that the majority of students in this category had taken the jobs as a temporary measure with the hope of securing a teaching appointment later."

He was surprised at the high percentage of unemployed men (41.4) and women (59.4) who restricted their applications to particular areas. "I am an old-fashioned 1934 graduate", he remarked. "Then you accepted that if you were entering a profession you went where the job was and didn't hang around until it came to you."

For the immediate future, Mr Peirson saw little improvement. "I can't see the situation changing until the 1980s", he said.

'Disaster' of exported system

The English education system transplanted into Third World countries has often been nothing short of "an expensive disaster", the society was told on Friday.

Mr Jack Thornton, chief education adviser to the Ministry of Overseas Development, told the conference: "The Western inheritance of this kind of education is far too academic for the people in those countries."

Western traditional forms were being firmly entrenched in these countries but they simply did not fit. "An education system for an industrialized society is imposed willy nilly on a tropical country solely concerned with agriculture."

Too often Western education systems had proved to be totally unsuitable for poorer countries where as many as 90 per cent of the world's population were self-employed "bent double working with a hoe on the land".

Mr Thornton said it was a "great shame" that primary education for thousands of children in the developing world was devoted to selecting pupils on to secondary education when only a handful were actually able to go on. He criticized the curriculum and structure of secondary schools for being geared towards university entrance which was simply unobtainable for most who got a secondary education. "It has its high academic standards, but the system is irrelevant."

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Latest DES figures show that maths teachers are still not being recruited fast enough. Bob Doe reports

Maths: staffing crisis worsens

New figures to be published by the Department of Education in the next few weeks are expected to show that the shortage of graduate maths teachers got even worse last year.

Three times the numbers now being recruited are needed just to achieve a standstill. Actually to make up the shortfall of good maths teachers would mean hiring something like all the extra teachers recruited since 1969 over again.

Maths graduates in schools increased at the rate of about 6 per cent a year in the early seventies. But secondary school pupil numbers swelled by about a fifth in that time so the shortage actually grew at the rate of about 12 per cent a year.

In 1975 the number of graduate mathematicians in the profession was approaching 7,000 but this was estimated to be 1,582 fewer than was needed. These estimates, based on a 10 per cent sample of schools by the DES are anyway thought to underrate the extent of the shortage because they rely on headmasters' views. It is suspected that in many cases non-graduates or even non-mathematicians are called upon to do the job of graduate mathematicians.

Moreover, a recently published report from the Royal Society's National Committee for Mathematics says: "The [1975] survey considerably underestimates the numbers of additional mathematics teachers needed for ideal staffing."

As the DES's regular *Statistics in Education* published last week show, the number of maths graduates in schools has increased by about 26 per cent since 1969. Over the same period, however, graduates in other subjects in schools have increased much more. In science, for instance, there has been a 45 per cent increase.

What has happened with maths is that while the number graduating each year has increased, the proportion of those going in for teaching has declined from almost a third to a fifth. Within this figure, the number going into teaching other than in maintained secondary schools (into further education for instance) has gone up.

A maths degree, it seems is a highly marketable commodity. The University Grants Commission says that last year only 20 per cent of maths graduates went into teaching while 42 per cent went into industry and commerce. Of those who went into teaching in 1974 little more than a half actually found their way into maintained primary and secondary schools.

According to the Royal Society's committee, jobs like accountancy, banking, finance, insurance, and market research dominate the mathematician's job market and attract them away from teaching.

Part of the trouble too is that many mathematics graduates do not stay in teaching long. There is evidence that only about half the mathematics graduates who go into schools are still there six years later.

According to the Royal Society report, the reasons given by young mathematics teachers for leaving the profession are pupil apathy and poor working conditions. Mathematics teachers are more interested in their subject than other teachers and find it hard to adjust when confronted with pupils who dislike mathematics.

The result of the shortage is that many posts that it is claimed should be filled by graduate mathematicians are filled by non-graduates. This explains the apparent discrepancy in the DES survey figures (see table) which show that the shortage of graduates and non-graduates taken together is less than the shortage of graduates alone.

The latest survey by HM Inspectors found that only 46 per cent of mathematics teachers in secondary schools were specialists. A third had no qualification at all; that is, they were not graduates of mathematics, science or engineering nor of a main course in mathematics at a college of education.

The Royal Society report commented: "Very large numbers of pupils are taught by teachers ill-qualified in mathematics. Moreover, many of the non-specialist teachers regard themselves primarily as teachers of another curriculum area who teach a little mathematics to fill up their timetable. These teachers have much less of a stake in the improvement of mathematics teaching than do those for whom mathematics is a first priority." Many only taught the subject reluctantly.

A House of Commons Committee looking into educational standards heard this week from the Schools Council that one of the reasons for the failure of the secondary mathematics curriculum project, Mathematics for the Majority, was that the subject was taught by many non-mathematicians who were not competent to tackle new approaches.

In primary schools, which are responsible for introducing every child to numbers, things are worse. While most primary teachers spend 20 per cent of their time on mathematics, only 5 per cent have done a main course in mathematics at college or have any higher qualifications.

Creating more university mathematics courses to meet the shortage seems no answer. The number of places on such courses already outnumber applicants. Applications fell by more than a quarter from 5,687 in 1971 to 4,040 in 1974.

The Royal Society committee wants more effort made to keep mathematics graduates in the profession and to upgrade the qualifications of others who teach the subject. It wants more support for young mathematics teachers through the implementation of the induction year proposals and a vigorous programme of in-service training.

Those with poor qualifications for teaching mathematics should improve them or get out "to forms of teaching for which they feel greater affinity" or to early retirement, the Royal Society report adds.

Shortages of mathematics teachers in maintained secondary schools

	1971	1972	1973	1974	1975
Shortfall of graduate and non-graduate maths teachers	1,205	512	895	1,147	717
Shortfall of graduate maths teachers			1,281	1,419	1,582

Wild cat action the only way, say militants

A pamphlet urging teachers to take unofficial strike action has been published by Rank and File, the militant ginger group of National Union of Teachers' members.

Unofficial strikes are the only way to force the union to take official action, the pamphlet says about class sizes. "Any action is better than none."

The author, Chanie Rosenberg, says the NUT has waged five major campaigns in the past 10 years to try and do away with compulsory dinner duty, over an interim pay award in 1970, the London allowance, a fight against the cuts in spending and the size of classes.

The first three were won, the spending cuts campaign was still being fought but "with class size almost the longest campaign of all, the union has signally failed and there is no foreseeable approach to the statutory limitation of classes to 30, which has been union policy since 1962."

The success of the earlier campaigns was due to unofficial industrial action, she claims. Widespread unrest among grassroots membership prompted the union to declare official disputes in order to contain the unofficial movement.

"For both a change in the law on class size to 30 (25 in reception classes) and the reality of smaller classes, massive action by the NUT is imperative. To get official action in our union, unofficial action is imperative."

The union's attitude on strikes is that they must all be approved by the executive. A memorandum on class size and teacher employment published this week for the NUT's annual conference at Easter, charts the progress of officially sanctioned action in 11 areas over the past year. Nearly 350 jobs are said to have been saved by teachers adopting the no-cover policy, and the memorandum says this success suggests that a wider spread of action and intensified sanctions on class sizes could create many more jobs.

"It is the wish of the action committee and the executive that in all areas where it is justified, action should be undertaken."

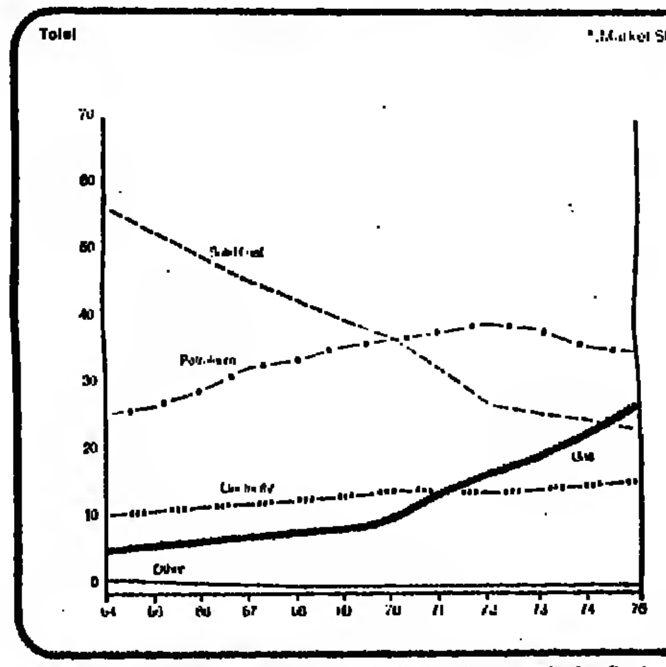
The memorandum calls on teachers to appeal to the action committee for permission to strike where there are problems over large classes, difficulty in obtaining supply teachers or where there are poor physical conditions.

The Easter conference will be asked to approve the memorandum.

Correction

Whitney Rois School, Houghton-le-Spring, mentioned in last week's TES, is in Sunderland, and not Newcastle as stated.

Are you teaching about Gas?



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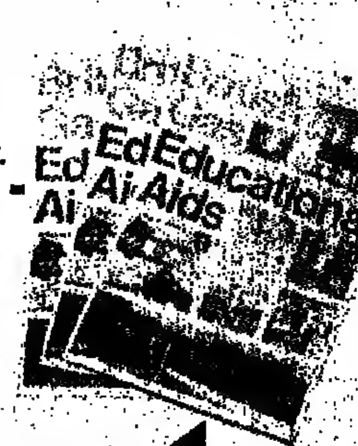

BRITISH GAS Our Vital Industry

Labour Party conference on local government

Reports by Bert Lodge

Teachers' champion takes on all-comers

The rights and responsibilities of teachers was the subject of a major clash between a teachers' union official, who is also a Labour councillor, and politicians attending Labour's local government conference at Harrogate last weekend.

Mr Alan Evans, senior education official of the National Union of Teachers, told Mr Christopher Price, MP, a former junior education minister, that he was wrong in saying teachers were accountable to no one. And in reply to a call from Miss Joan Lestor, MP, a former education minister, for heads to have less power, Mr Evans retorted that an NUT document recommending a change in the head's responsibilities was on the Education Secretary's desk now.

He reminded Sir Ashley Bramall, leader of the Inner London Education Authority, that authorities wanting to get rid of a teacher had power under no fewer than three sections of the 1944 Act—"if they had the courage to use it".

Mr Evans also warned Mrs Shirley Williams, Education Secretary, who was in the audience, that teachers would pull out of the Schools Council unless there was proper discussion about its future role. He challenged her Department to say in what way teachers were to blame for the current clamour about curriculum reform.

The audience, mostly Labour councillors, was given a blunt warning by Mr Evans that "elected representatives are on a slippery slope when they start telling teachers how to teach".

He acknowledged that teachers were professional stewards to the community but if they abused their position sanctions could be applied. "Sections 67, 77 and 96 of the 1944 Education Act can be applied to ensure the removal of teachers", he said. He also reminded delegates, representing the majority of local education authorities in England and Wales, that teachers had been wanting a teachers' general council since 1870 and that would include a disciplinary panel.

He challenged the popular assumptions, particularly among industrialists, that standards in schools had dropped. "I know that the Chief Inspector has been sending a letter of inquiry asking specific details to anybody in industry who has made public criticism of the attainments of school leavers", Mr Evans said. "And up to yesterday there has been only one reply."

He accused industry of being at fault. "The number of young people on day release is less than it was 10 years ago. It is the same with apprenticeships."

When Mr Nicholas Tallentire, a Scunthorpe teacher, complained that teachers were too conservative—"with a small c and a big c"—Mr Evans said they were right to be conservative with a small "c". "They have the lives of children in their hands. It would not be right for them to be following every bizarre and latest fad," he said.

In reply to Mr Tallentire's accusation that the standard of training was low, Mr Evans asked: "Is that the fault of the profession? Teachers were asking for three years' training at the turn of the century. Only in 1960 was it introduced."

He rejected claims that parents' views on education carried the same weight as teachers'. "Is anybody saying that a parent's view on the teaching of the deaf is as valid and expert as those trained to teach the deaf?" he asked. "Try and design a mode 3 syllabus. That's a highly complicated professional job."

There seemed to be a general feeling that standards in schools had fallen, he said. But last year 82 per cent of 16-year-olds took a public examination. About 72 per cent took GCE or CSE in English and 71 per cent in mathematics. "These are figures we have never achieved before in the history of our nation", he said.

Mr Evans criticized "the mandarins" in the Department of Education. "The majority are from the south of England and were educated at a small number of fee-paying schools", he said. "They have no experience of most of the country in geographical terms nor how other people live their lives."

And he remarked of the inspectorate: "We don't fear, in the teaching profession, 400 or so HMIs who have no involvement nor roots in the schools."

Miss Joan Lestor told the working group that while she was a junior minister, one of her responsibilities was teachers' misconduct. "I had to look at cases of assault and financial misdemeanours", she said, "but never a case of 'this person is a bad teacher; this teacher should not be teaching'. I am quite sure it is equally an offence to be a bad teacher."

She was convinced the authority of heads should be very drastically reduced. "It has grown in the last few years more than many of us would want. Teachers collectively must be more responsible for what goes on in schools."

Sir Ashley Bramall said it was all very well for Mr Evans to quote the 1944 Act but when the Council of Local Education Authorities suggested early retirement as a way of getting rid of some teachers, the cry of the teachers' representatives was "No discrimination". They insisted no teacher should be retired on the ground that he was ineffective.

He agreed that the methods of education were primarily a professional matter but he thought society should have a say in such matters as at what age parts of the curriculum should be introduced, how long certain subjects should be taught and how education should be organized.

The aims of education were wholly a matter for society and not for teachers, he said. Society also had a right to intervene in questions of reward and punishment, whether children should be taken out of classes for extra help and whether small A level classes should be tolerated at the price of larger classes lower down the school.

The carping of employers at the quality of school leavers sprang from their own guilt, he said. "They are uncertain of themselves in a technological age when all they really want to do is to make most of the people who go into industry redundant."

Mr Tallentire said many teachers were only in the job to shelter from the outside world. One benefit from college closures was that there could be a little more selection over who went into teaching.

Mr Philip Blundell, Rugby, thought many of the grumbles of industry about young people came from middle-aged shop floor management. "If they had had the opportunities of today 20 or 30 years ago, they would never have gone on to the shop floor."

Mrs Jessie Smith, Kirklees, called for more local authority representatives on the Council for National Academic Awards as a way of getting more resources for polytechnics. "Courses are overstaffed because the CNAA insists the teachers be there before the course has been publicized."

Minister in critical mood

A comprehensive system for the 16 to 19 age group was hinted at by Mrs Shirley Williams, Education Secretary, when she opened the plenary debate on education policy.

She criticized schools which required expensive uniforms, insisted that fewer adults should get free school meals, defended the closure of teacher-training colleges and raised again the case for specific grants for education.

Mrs Williams said that as the falling birthrate worked its way up to the sixth-form age group there would be problems. Apologizing for the word, she suggested the "comprehensivization" of the 16 to 19 age group.

"There are already 72 sixth-form colleges in the country and the great bulk have decided to be 'open entry'. Some authorities have already given thought to tertiary colleges which would link sixth form work with further education."

Where school uniform was required there could be at least a common colour and a common material, available in a large number of shops, and not just one or two. "It's daft to ask for the full range of wardrobe which could cost a poor family £60-£70."

She had suggested to local authorities that economies could be made in the school meals service—"and I know this is a controversial area". There would be no reduction in the nutritional value or in the number of free meals to pupils. But since the 1968 agreement (made with teacher unions, that anyone supervising children at middays was entitled to a free meal) increase in the take-up of meals had been: pupils 19.5 per cent, meal supervisors 96 per cent and teachers 43 per cent.

Mrs Williams told the conference that the 9,750,000 children in the compulsory education age range would drop to 7,494,000 by 1986. "Closing teaching colleges is an agonizing business, but we have to grasp this nettle. To continue training teachers at the present rate, even with a pupil-teacher ratio of 20:1 still leave you in the 1980s with 75,000 teachers you cannot employ."

With some authorities proposing to worsen staffing ratios and some proposing cuts in nursery schools and youth and adult education, she had been forced to some conclusions.

On social grounds there was a case in the field of education for specific grants. She had in mind in-service training for which money had been included in the rate support grant.

"I know that in-service training and induction have been having a rough passage through several local authority budgets. But this has already been postponed and cannot be postponed any longer."

Mrs Williams was loudly applauded when she reminded the conference that she had asked local authorities to spend less money on places at independent schools. "Last year this amount went up by 21 per cent. It is because a number of authorities went comprehensive and are trying to escape the consequences of their actions."

A mysterious but ove[...] smell, which for more tha[...] has baffled experts, [...] caused a Norfolk primary [...] close down last week for t[...]

According to Mr Desmond [...]son, head of Mattishall Scho[...] miles from Norwich), it smell[...] gas when it first appeared, [...] neither the school nor the [...] has gas. It went away but re[...] at intervals, smelling more [...] petrol. Experts, including [...]veyor, public health officials [...] fire service were unable to [...] the odour and its source.

Finally, at Mr Saunderson's [...]gation, the school was shut [...] old well buried under [...] when the century-old school [...] remodelled three years ago [...] opened up. In the water 2ft [...] traces of petrol were found, [...] leaking from a garage near by.

Last Tuesday, after more [...] the school was reopened but the [...] brigade are testing the [...] combustible material every [...] make sure the 250 pupils are [...] danger until the smell finally [...] away.

References 'a waste of time'

An agreement between the [...] four teachers' unions and the C[...] federation of British Industry [...] supplying references for sc[...] leavers is being ignored, says [...] Assistant Masters Association.

Its magazine says that refere[...] are being sought by firms after [...] have been offered or even taken [...] This is contrary to an agree[...] between the unions and the C[...] which says that references sh[...] be obtained before appoint[...] are made.

A Croydon teacher tells [...] magazine of repeated requests [...] one firm for references for a [...] pupil who had been working [...] apprentice hairdresser for a [...]

The teachers say it is hard [...] avoid the conclusion that a [...] people have been wasting a [...] time in drawing up the agreem[...]

Colleges are off key in training for music in primaries

by Robin Maconie

[...] independent concert agency for [young] musicians and greater em[pha]sis in college training on the [pr]actical realities of professional [mu]sical life were demanded at a [pu]blic meeting called by the Gul[be]nkian Committee of Enquiry into [th]e Training of Musicians in Wig[mo]re Hall, London, at the weekend.

Areas in which advice was sought [b]y the committee included identifi[cat]ion of talent at primary level, [mu]sic at secondary school, the re[por]ted shortage of orchestral string [pla]yers, whether and how the Aca[de]my of the BBC may be replaced [w]hen it is wound up, and how to [im]prove the status of the musician.

[I]f the committee were undecided [o]n most of these issues, speakers [fr]om the floor were not. A call [f]or more specialist music teachers [in] primary schools was strongly sup[po]rted as a means of identifying [tal]ent and also of training audiences [of] the future. If primary teachers were in short supply, it was said, it was because of poor pay, re[st]rictions on the employment of private teachers, and because college of education courses did not devote enough time to basic musicianship. Too often music was abandoned to general teachers who had no special training.

More attention and publicity could be given to Orff and Kodaly methods, as well as to the courses available at Reading and York universities.

Colleges of music were criticized for concentrating on producing virtuosi at the expense of the less talented "who ought to be trained in the art of teaching children".

Members of the committee said that many of the points raised reflected a situation they were powerless to change. Whatever might be said for making more use of private teachers in primary schools, nothing could be gained in present circumstances from recommending a change.

Reorganization of colleges of education made it inadvisable just now to comment on standards of music courses. There was no evidence that local education authorities actively discriminated against musicians.

The committee refused to accept that it should press for a change in the present system in which a poor musician with any two A levels automatically received a grant which a good musician with only one A level did not.

A plea for "some overall structured manner in which we may deploy our musically trained resources" drew from the platform the comment that there was little point in flooding the market with superb clarinet players. This, it was said, was the hard fact of life which students had to learn to accept.

As wrong about drink as they were about drugs

Schools look like making the same mistakes in teaching children about alcohol as they made when teaching about drugs in the 1960s, according to the latest bulletin from the Teachers Advisory Council on Alcohol and Drug Education.

They went wrong over drugs because teachers concentrated on illicit drugs only, and linked them too closely with young people, the bulletin says. "Very soon their use became, for some adolescents, the norm of group behaviour among young people."

Teachers also relied too much on outside speakers. "Teachers need to realize that the subjects of drugs and alcohol are in no way special. They can handle them as adequately as any other areas of health or social education, provided educational principles are carefully applied."

The council recommends that if alcohol education is part of the curriculum, the use of other drugs and other ways of dealing with stress or of socializing should also be taught.

Teachers should look at drinking from the child's point of view, covering the short term effects rather than addiction; and they should plan material for lessons in line with sound educational principles. Good in-service training would go a long way to avoid mistakes of the past.

● Britain's publicans are opposing plans by two schools to apply for drinks licences. The National Union of Licensed Victuallers said last week that it would oppose applications from Forest School, Bloxwich, and Archbishop Michael Ramsey School, Camberwell, to set up bars.

In both schools the bars would be for parents and adults attending functions at the schools. They would not be open to pupils.

Mr John Overton, general secretary of the NULV, said "What we are concerned about as an organization is the granting of a licence at a time when there is concern in the country about alcoholism. We feel that retail liquor should be in the hands of professional people."

People

Mr F. J. Kirkpatrick is to be president of the National Association of Schoolmasters and Union of Women Teachers (Northern Ireland Federation).

Mr Roy Helmore, principal of St Albans College of Further Education, is to be principal of the Cambridgeshire College of Arts and Technology.

Schools

Miss Margaret J. Tyler, senior lecturer in geography at Christ Church College of Higher Education, Canterbury, is to be head of the School of St Mary and St Anne, Abbots Bromley.

Universities

Mr P. C. A. Wisbart, of Kings College, London, is to be Professor of Music at Reading University.

Professor J. E. Carless, of Chelsea College, to the chair of pharmaceutics at the school of pharmacy, London University.

Dr A. M. Mathews, senior research psychologist at Oxford University, to the chair of psychology at St George's Hospital Medical School, London University.

Jock Trevor Story has been awarded the Milton Keynes one-year creative writing fellowship worth £3,500. It is sponsored by the Arts Council.

Mrs D. E. C. Wedderburn, director of the industrial sociology unit at Imperial College, London, to the chair of industrial sociology.

Managers not keen on selection tests

Personnel testing is making little headway in industry, according to a survey published last week. The Institute of Personnel Management, which carried out the survey of 300 firms, suggests that the use of tests may even be declining.

Industry may be urging schools to test pupils more thoroughly, but only one in 14 of the companies in the sample, which included the public sector, test all their potential recruits. And even those managements that are keen on testing other people are reluctant to submit themselves to the process: managers are the least tested category of employee, and undergo routine testing in only one in 12 of the companies. Nearly half the firms, however, test some clerks and secretaries.

All but a small minority of the firms surveyed are convinced that selection tests should only be used in conjunction with other procedures; and two thirds are not sure whether selection constitutes an invasion of privacy. Nearly half the firms are happy with the existing safeguards against tests being misused, and an overwhelming majority oppose the introduction of any legislation to govern their use.

The authors of the report warn about the possible effects of sex and race discrimination legislation: it may now be illegal to reject candidates for jobs on the basis of tests in which one sex normally does better, or which clearly favour native-born British speakers.

The institute's researchers say that for many of the companies there is still a credibility gap over the value of testing. It still has a long way to go before it becomes established as an integral part of selection.

Testing people at work by Frank Sneath, Manab Thakur, and Bruce Medjuck. Institute of Personnel Management Information Report 24.

In brief

Why so few women in the top jobs?

An investigation into discrimination against women teachers has been launched by the National Union of Teachers. Its aim is to find out why few women occupy the more senior posts in schools.

Up to 15,000 replies are expected from a 10 per cent sample of the union's female membership and the results of the survey will be published later this year.

Teachers are asked, among other things, if they feel that they have been discriminated against when applying for promotion because they are women, or if they were asked questions at interviews about matters other than their professional life.

Saved—£34,000

Manchester saved £34,000 by buying 100 tons of prime beef for school meals in a Common Market deal last August—the only local authority in Britain to take advantage of the scheme.

The beef was sold to the city markets department under a deal agreed by the EEC's intervention board for farm produce at a time when prices were comparatively low. At present prices the beef would cost an extra £20,000. The other £14,000 was saved by a £14,000 premium payable by the intervention board.

Summer courses

More than 1,600 weekend and short courses are listed in this year's *Calendar of Residential Short Courses*. They include both weekend and short courses to be held in centres throughout Britain. The subject matter ranges from "Cycling in Shropshire" to "Was the Kerensky government ever possible?" to "British womanpower". The booklet is available at 35p plus 11p postage from Research Publications Services Ltd, Victoria Hall, London SE10.

Bank goes out to play

A multi-racial playgroup project in Lewisham is to receive £3,000 from Citibank NA, which has an office in the borough. The three playgroups, set up by the Community Relations Council, need the money for a part-time liaison worker.

Old girls join the boys

Two student nurses made history in Huddersfield when they became the first female committee members of the Old Almondburians Association—the society to which Old Boys (and now girls) of the ancient King James's Grammar School belong. The all male preserve was shattered when King James's became coeducational.

History on film

A film is being made about the history of Michael Faraday junior and infants' school in Westmoreland Road, Walworth, London, before the bulldozers move in to flatten its late nineteenth-century buildings. The school, built in 1874, was one of the first elementary schools to be built by the London School Board. The headmaster would like to hear from past pupils or anyone involved in its role as a war-time fire station.

Common market degrees

A master's degree course in sociological theory is being planned by University College, Cardiff, with universities in Munich, Germany and Tilburg, Holland. The project has the support of the European Commission, which is encouraging other joint programmes.

Adviser to gifted

Essex education committee is considering the appointment of an advisory teacher to help exceptionally gifted children in the schools. This is in addition to the help already given to educational high flyers in residential courses, and the provision of in-service training for teachers.

Unions step up 'no cover' ban

The two big teacher unions are stepping up sanctions against local authorities with poor pupil-teacher ratios and over-size classes.

The National Union of Teachers said this week that members in 40 primary and secondary schools in Bolton would refuse to stand in for absent colleagues and would ban teaching in classes of more than 35 pupils.

It is considering action in Berkshire, Essex, Doncaster and Dudley, in addition to the 12 areas where sanctions are already in force.

The National Association of Schoolmasters-Union of Women Teachers has adopted a "no cover" policy in selected schools in Doncaster, Humberside and Bolton. Warwickshire and Dudley are also likely to be hit. Altogether its dispute affects 21 areas.

Pupil-teacher row

The National Union of Teachers is protesting at the invitation issued to the National Union of School Students to take part in the Great Debate on education.

The students have been invited by the Department of Education to send representatives to the regional conferences later this month and in March.

A spokesman for the NUT said the union would protest to Mrs Shirley Williams, the Education Secretary. "The union's executive feels strongly about this."

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Application forms and further information may be obtained from the Director, Scottish Centre for Studies in School Administration, Moray House College of Education, Holyrood Road, Edinburgh, EH8 8AQ.

Bombs, bullets and now . . . comprehensive reorganization

Peter Robert Henry Mond, the fourth Baron Melchett, is the man in charge of education in Northern Ireland. At 28, it has been a short but spectacular political career.

He succeeded to his title four years ago, quickly became a government whip in the House of Lords, then spokesman on environment. He hit the headlines as chairman of a working party on pop festivals; on a weightier matter, he has been the Government's hard-pressed spokesman in the Lords for the controversial (and still unapproved) Bill to nationalize the shipping and aircraft industries.

The job he got last September—as Minister of State responsible for education, health and welfare in Northern Ireland—is his first big and a taxing one too. As well as the diffi raised by Ulster's security problems, he al to decide whether the province's schools should go comprehensive.

It is a particularly fraught issue. existing selection procedures are unpop organization is complicated because of Northern Ireland's 260 secondary schools voluntary, including three quarters of the province's 81 grammar schools. A Department Education consultative document issued summer has come under increasing fire from sides.

Lord Melchett talks about the task of running education in Northern Ireland

Interviewed by Frances Stadlen

Comprehensives

It is government policy in England and Wales to implement a comprehensive system of education. Why is Northern Ireland a special case?

A. England has had about 20 years to work towards reorganization. In Northern Ireland you start from a quite different base. The movement away from the 11-plus came much later, and there are other important differences, such as the absence of independent fee-paying schools.

The Government's policy in Northern Ireland during the period of direct rule is to govern positively and firmly, and not to avoid facing up to difficult issues. It is also to give a great deal of consideration to the special circumstances of Northern Ireland and the views of its people.

There are those who say that during direct rule we should not make these sorts of decisions or stir things up. But this is not the case with comprehensive reorganization. Secondary reorganization is not by any means a new issue which the present Government has in some way introduced into Northern Ireland. It has been under consideration by educational interests here for many years, especially since the Burges Report was published in 1973. Decisions cannot be deferred indefinitely.

If consultations result in a majority against comprehensive reorganization, will you reorganize?

A majority of whom? We will obviously have to weigh up the different opinions and, I suppose, look at them in qualitative as well as quantitative terms.

Is there a danger that some specialist teachers will be too thinly spread and that teachers of academic subjects will be reluctant to teach in 11-16 schools?

This would not necessarily be so. There is a lot of cooperation already between different schools and between schools and technical colleges, perhaps because of the scale on which we work in Northern Ireland.

How seriously do you take the threat of some of the voluntary schools that they will go independent?

I have not been threatened by them. We are engaged in a sensible and constructive dialogue.

How far would you be prepared to let the voluntary principle be eroded?

I don't think I could really comment on that while the consultations are going on.

There is considerable disagreement over the best method of transfer from primary to secondary school in a comprehensive system. How do you propose to resolve this?

At the moment I have an open mind on transfer. I think it would be fair to say that public discussions have not yet proceeded very far on this particular issue.

Integration

Do you share your two predecessors' enthusiasm for non-sectarian schools?

There is a suggestion that a conference should be held on this subject. I am continuing the series of preliminary discussions about this which my predecessor started, so I am still in the process of listening to the views of local people. Some time ago the Government did feel that there was not enough public pressure to warrant proposing any major change.

The terms in which some people see the issue are anyway a little artificial. I don't believe you could force parents to send their children to shared schools and you certainly can't have half the school population not turning up to school, so there is an element of unreality in saying simply "Why don't you integrate?" And, of course, integrating education would not make any difference in some areas unless housing was also integrated.

I have a feeling that people tend to latch on to integrated education as the solution to Northern Ireland's troubles because it seems simple. It is not simple. It is also difficult, incidentally, to find anyone who has actually got many concrete proposals as to what the Government itself should do about integration.

Do you think it would be fruitful to experiment with integration in sixth-form colleges?

A lot of people in Northern Ireland seem—on educational grounds—to favour a comprehensive system based on sixth-form colleges and, in many areas, these might sensibly be integrated.

Are you continuing the 10-year plan Mr Basil McIvor, your predecessor but one, announced in 1974 for universal nursery education and in particular integrated nursery schools?

I am currently considering our plans for the provision of nursery schools and pre-school play groups but I haven't got the money Basil McIvor had. I'm afraid that financial circumstances have changed since his 10-year plan for universal nursery education was announced. Fortunately being in charge of health as well as education gives me an overall picture of pre-school care and education. What we must aim to do this time is to give priority to the areas of greatest social need. For this, resources will have to be diverted from elsewhere.

What is your response to the Peace Movement's campaign against segregated schools and its success in setting up school groups?

I have not had a chance to study their initiative in detail yet. The Government has welcomed the change of atmosphere which it thinks the Peace Movement has helped to create, but I have not yet looked at the education proposals.

Do you think that changes in the curriculum could make a contribution towards healing the divisions between the two communities?

Cultural differences cannot be ignored and, in any case, it is not the practice in the United Kingdom for government to dictate the curriculum to be provided by individual schools. But I think you will find that there has been quite a lot of work done in recent years on curriculum development aimed at helping pupils to understand views and feelings of their citizens.

Discipline

What is your response to claim that parents are not prosecuted for failing to send children to school, that roam the streets with impunity, the cost of vandalism in runs into hundreds of thousands pounds, and that some teachers welfare workers have been able shrug off their responsibilities blaming shortcomings on Troubles?

I have discussed truancy and discipline problems with teachers' unions and magistrates, and I get the impression that they quite the desperate plight question suggests. Indeed, headmasters have told me that cipline and truancy problems no worse, and may be even than they were seven years ago.

I'm sure that it would be to suggest that Northern Ireland truancy problems on a scale not arise elsewhere or that any ficulties in Northern Ireland only, or evenly mainly, because the Troubles.

Of course, the security problems in some areas of Northern Ireland are bound to have some effect pupils and their behaviour school. A disturbed night can a lot of children turning up school half asleep. But basically I've been impressed by the work ing done by the schools in the difficult areas.

I've seen that work at first hand and I have no hesitation in paying tribute to the dedication of those concerned with the operation of schools, including all those concerned with making sure children attend school.

A large part of Northern Ireland is not directly affected by the troubles, and as always, izations are bound to be in some respects. It is noting that in some of the ficult areas shifts of population meant a drop in enrolment in local schools. In these cases Department has, where deliberately maintained levels, thus improving the teacher ratio.

This means that in some of the most difficult areas there are very generously staffed, doing excellent work. Also, were 850 new teaching posts last year, some of which we've encouraged schools to use to increase their links between the home school. This area continues to one of my priorities whenever teaching posts are available.

The Government is in the middle of doing some research on extent of persistent non-attendance at Northern Ireland's schools. I that this work will give us a more accurate idea of the extent persistent truancy than anyone at the moment, and thereby the way to any further action should be taking to deal with problem.

In the meantime, some research has shown that 25 per cent of the training school population are there for non-attendance at school. (Training schools are the rough equivalent of Britain's old approved schools.) Many would say that this sort of punishment is only appropriate for far more serious offences than non-attendance, and we are urgently looking for other approaches.

We are building a day assessment centre for 14 to 17-year-olds who have been up to court, and I hope that the results of the assessments carried out there will enable the courts to find other means of dealing with truants. Indeed, one task the assessment centre will have is to suggest and promote alternatives to custodial sentences. So there are changes in the wind, and serious thought is being given to how improvements can be made, but what really lack at the moment are some accurate facts and figures on which to base further action.

Does the threat of sectarian or other forms of reprisal make it difficult for schools to exercise discipline and authority?

There are very great difficulties but my general reaction visiting schools is to be impressed at what they are achieving rather than worried by their incapacity to cope with problems. The dedication of many of the teachers in Northern Ireland is beyond belief. I think there are probably considerable misconceptions in England about the extent to which the appalling violence has affected everyday life.

It has been suggested that there is some confusion of role between teachers, social workers and education welfare officers. Do you agree?

This is an area where both theory and practice are evolving quite rapidly. I have certainly had one or two interesting ideas put to me, and I am considering them at the moment. Of course the agencies you have mentioned each have their traditional roles, which they continue to fulfil, and which are on the whole, well understood. At the same time, I'm sure that new approaches should be developing in response to our better understanding of needs.

Maybe there is bound to be some confusion at a time when innovations are being discussed, but no one has suggested to me that there is any major difficulty because of this. The (Department's) report on home-school links has certainly been helpful in giving definition to some aspects of this work.

I hope the fact that I have responsibility for both the Department of Education and the Department of Health and Social Services in Northern Ireland will help to increase the already considerable co-operation between the two departments in areas of mutual concern like this.

Youth

You have been asked to pay particular attention to youth. How do you foresee the development of the Youth Service?

I wouldn't wish to comment in detail until the Youth Committee's report on the service has been fully discussed, though I will be making a speech at a seminar next month at which some of the issues will be discussed.

What I would say is that, because my predecessor gave the youth service quite a high priority, the service is in good shape financially and is developing. It is quite clear that the youth service has an important contribution to make particularly in areas where commercial entertainment has had to close down. The decision to give more priority to the youth service, both voluntary and statutory, was, in my view, absolutely right in the circumstances.

How can you help the young unemployed and those about to leave school for work?

Ideally I would like to ensure that everyone has something constructive which they can go on at 16-plus. This problem is, of course, receiving a great deal of consideration in Northern Ireland and indeed in the rest of the United Kingdom and internationally.

Northern Ireland has a unique provision in the United Kingdom under which pupils may transfer to technical colleges at the age of 15, and this has given rise to very good cooperation between schools and technical colleges in some areas. This is something on which I believe we may be able to build, especially in looking at the role which technical colleges could play for the 16-plus age group.

On a different tack, the Department has just established two pilot centres for unemployed young people, bringing together concepts like work experience, development of coping skills, recreation and education. We shall be looking carefully at the results during the first experimental year.

Teaching jobs

You recently announced a retraining scheme for unemployed teachers fresh from college. How is it going?

We had almost 350 inquiries after our advertisements which have resulted in about 260 firm applications for further training or temporary employment. We have offered some 200 places in special training courses which will start at the beginning of February. The courses will last until the summer and are designed for teachers who are already qualified but wish to develop their skills further. We are paying particular attention to subjects where we are short of teachers—for example, maths and music. We have also had a good response for a course concentrating on the teaching of basic reading and writing. It was always my intention that we should try to obtain the maximum long-term benefit from this initiative.

We also expect to create some 50 to 60 temporary teaching posts and I very much hope they will be used by the schools concerned to create additional flexibility which will allow further development of areas to which I attach particular importance—for example, home school links and counselling.

With over 700 unemployed teachers, are you considering specifically matching them to vacancies, as advocated by Northern Ireland's Area Boards?

That is the figure of teachers registering as unemployed last September. I would say that the response to our recent initiative, the 260 to 350 replies I have just mentioned, is a more accurate indication of the number of teachers currently seeking employment. Indeed one of the objectives of the initiative was to assess the size of the problem. We will certainly be cooperating with boards in the allocation of the 50 to 60 temporary posts involved in the initiative and they will be given the names of the teachers available in their geographical area.

I am sure it is important to keep closely in touch with what teachers are available at any given time and from June, when teachers start coming out of college again, we intend to keep a closer eye on individuals so that we know who the unemployed teachers are, where they are and what subjects they can offer. But there is no doubt that we will have more of a problem next year.

Will the viability of Northern Ireland's three teacher training colleges be threatened if their intake is reduced to 900 as the Department proposes?

We have a committee sitting at present on the supply and training of teachers and no final decisions will be taken about intakes for next September and beyond until its recommendations have been considered. Whatever happens some very hard thinking is going to be needed. But the first step must be to decide the immediate question of levels of intake.

Finally . . .

It is sometimes said that, because the Minister has more than one portfolio, because he commutes and spends only part of his time in Northern Ireland, because of the constitutional uncertainty and because of the frequent ministerial reshuffles, the Department in Northern Ireland has acquired excessive powers. Do you agree?

No, although until the area boards had settled down, it might have appeared that a lot was going on from the centre. The boards have been working effectively for some time now and they are of course responsible for a great deal of the educational provision.

From a minister's point of view, and indeed from the public's, the fact that Northern Ireland departments are small makes them easier to understand and makes it easier to establish close working relationships with them, than would be the case with a large Whitehall department. I believe that this advantage of scale is something which can be of considerable benefit in Northern Ireland.

It is certainly a very good department, but as much as I enjoy being its minister, I naturally hope it won't be too long before I'm able to hand over to a minister in a devolved administration.

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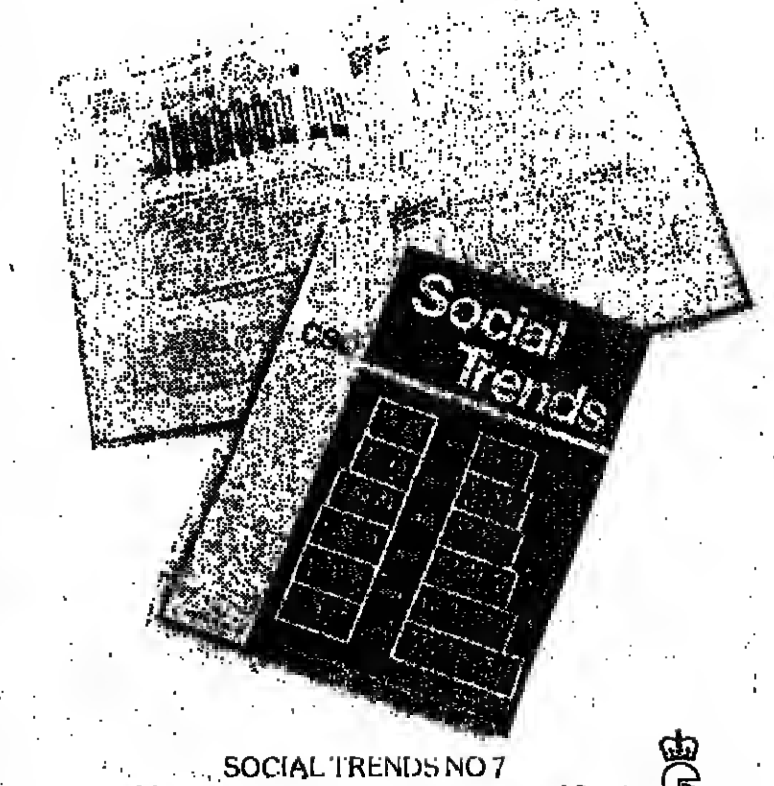

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United States

New faces, old problems

from Michael Binyon

WASHINGTON

President Carter has put together a strong team to run the vast bureaucracy which constitutes the Department of Health, Education and Welfare.

The new Secretary of HEW, Joseph Califano, a tough and energetic organizer who was once chief domestic aide to President Johnson, has already impressed observers with his determination to streamline the federal involvement in education while redoubling efforts to eliminate discrimination.

His deputy for education is Dr Mary Berry, a black woman Chancellor of the University of Colorado at Boulder. The under-secretary is Mr Hale Champion, former financial vice-president of Harvard who was previously director of finance for the State of California.

And the man who will be responsible for the day-to-day running of the Office of Education, the section of HEW that deals with educational matters, is a highly respected university administrator, Dr Ernest Boyer, former Chancellor of the State University of New York, America's largest university.

There is already speculation that Dr Boyer is being groomed to take over as Secretary for Education if and when a separate department is split off from HEW as Mr Carter promised during his election campaign.

Mr Califano brings to the difficult task of rationalizing the many direct federal education programmes to help the disadvantaged—literacy programmes, aid for disadvantaged children, aid to the handicapped and so on—the advantage of having been the man who was mainly responsible in the Johnson days for setting most of them up.

Since then these various programmes, each with a separate administrative structure in HEW, have become rather unwieldy. President Ford wanted to consolidate 23 of them into single block grants paid by the federal government to individual states, which state Departments of Education could spend as they saw fit. This was rejected last year by Congress because it involved cutting the total amount for these programmes. There were also fears that some states would not spend the money as Congress intended.

Mr Califano has not ruled out some consolidation, however. At one of his first press conferences he emphasized that more money needed to be spent on the disadvantaged—especially the handicapped—but did not criticize the system of block grants.

One of the most important and controversial jobs HEW does is to enforce laws banning discrimination. This is done through the Office of Civil Rights. For the past few years this office has been increasingly criticized—not simply by those who object to the implications of equal opportunity, but by many liberals as well.

Mr Califano: tough.

The basic difficulty is that it is staffed by some amazingly literal-minded people whose clumsy attempts to enforce the letter of the law have often antagonized universities and state education authorities alike.

Mr Califano admitted as much when he announced that one of the top items on his agenda is a thorough evaluation of this office. He said there had been "too much data collection, too little enforcement", adding that the office had been beset by "a tremendous amount of confusion and inadequate effort".

But he repeated his pledge that the Carter Administration will be "vigorously involved" in the enforcement of civil rights for minorities, women and the handicapped.

While the Administration has been planning its priorities, so has Congress. At the beginning of every new Congress many Bills are introduced which Congressmen want to put on the statute book. Some will never be enacted, either for lack of votes or because the timetable will push them to the back of the queue. Bills not voted on by the end of the two-year session automatically die.

This year a score of Bills affecting education have already been proposed: some are major reforms, some merely tidy up present regulations. Most deal with primary and secondary education. Some are reiterations of old proposals—such as a ban on bussing. Others reflect expectations of the incoming Administration, such as Senator Hubert Humphrey's Bill to create a separate Cabinet-level Department of Education.

Several Bills strengthen existing programmes: one would provide that states should not get federal money unless educational services to handicapped children are at least equal to expenditures for other children (the education of physically handicapped is a federal, not a state responsibility).

Another would provide health services for home-bound children through the employment of college students.

Many Bills increase the amount of money available to states. One amends the internal revenue code to allow tax credits for elementary and secondary schools. One provides aid for school districts in setting up security plans to reduce school crime and vandalism. Another gives money to states planning to equalize local education expenditures. Another authorizes up to $100m for career education.

One Bill would authorize a White House conference on education. Another wants to improve the standard of design of school buses and another would extend public education to four-year-old children through federal grants to state education agencies. At present public education begins at six.

There is already a federal programme called Head Start for pre-school children: the new Bill would provide $500m a year to be given to states and local school districts according to the number of four-year-olds not enrolled in the Head Start programme. America's two main teachers' unions both support this proposal.

Italy

Study/leave to stay

from Dalbert Hallenstein

VERONA

The adult education courses run by the industrial unions with Education Ministry finance are proving a remarkable success. Since the powerful Metalworkers' Union negotiated the right in 1973 for its members to use 150 hours a year of paid working time for study purposes, most other categories of workers have won the same concession. Last July the number of paid working hours was increased to 250.

When the courses began in 1974 there were only 14,237 enrolments. Last year they increased to 38,790. This autumn more than 100,000 workers applied to join the courses, although both the unions and the Education Ministry were expecting only 70,000.

Most of the courses, which consist of 420 hours taken over a five-month period, are for workers who have not completed compulsory schooling.

Signor Franco Malfatti, the Education Minister, is about to present a Bill to Parliament which will establish the courses as a permanent part of the Italian education system, but the unions are opposed to the Bill in its present form, which they regard as an attempt to centralize the running of the courses in the Ministry in Rome. They therefore intend to fight for legislation which will guarantee the administration remaining in the hands of the unions and the workers themselves.

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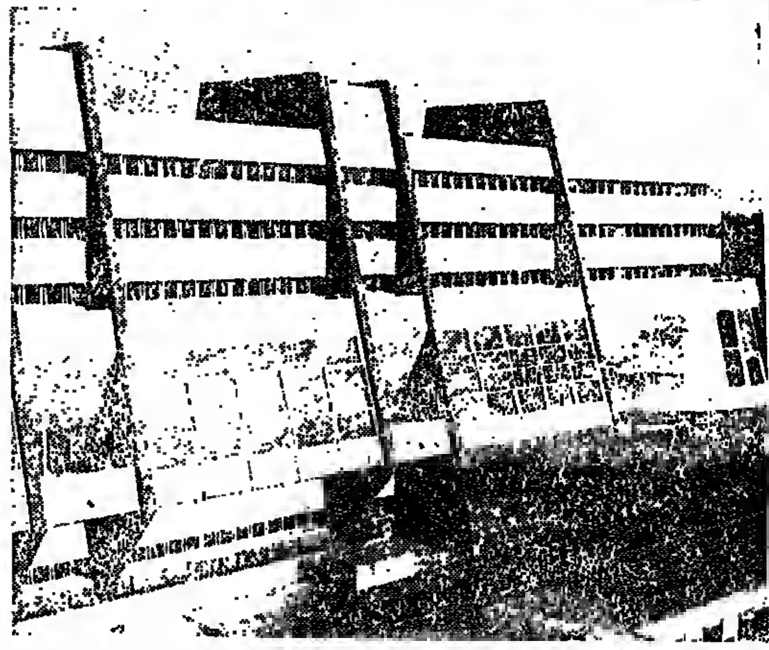
Strasbourg's crisis of identity

Is the time out of joint for the Council of Europe, created at the height of the Cold War? Paul Moorman reports from Strasbourg.



The new Palais de l'Europe: but will it be a white elephant?

The Council of Europe has been in the international news twice in the past fortnight. Its secret report on the ill-treatment of Cypriots by Turks was leaked to the press and last Friday France's President Giscard went to Strasbourg to declare open the organization's new £25m home.

Hitting the headlines is an unusual event these days for the Council. Three hundred and thirty million Europeans from 19 nations, including Britain, belong to it, and each pays about 40p a year for the privilege. The Council's profile is not so much low, as blurred all round the edges. Few people seem to know exactly what it is there for.

That was not always the case. Created in 1949, the Council was sited in Strasbourg as a symbol of reconciliation between the "new" Germany and France. Its aims were, and still are, "to foster democratic institutions, safeguard human rights, uphold the rule of law and protect and promote the common cultural heritage of Europe".

It was west Europe's first post-war inter-governmental organization and as such was in the front line of the Cold War. Activity was intense, especially in the fields of human rights (which remains the Council's best known sphere of action) and justice. But today, in the era of Helsinki and detente, financially pressed governments are having to make tough decisions about how they spend their money. Increasingly, the Council is feeling the draught.

As well as human rights and justice, the Council's work ranges over social questions, public health, the environment and regionalism. There is a separate division for education, culture and sport. A Parliamentary Assembly, which has no legislative powers, meets three times a year for a week at a time.

Over the past year the Council, under instructions from its top body, the Committee of Ministers (which is composed of the Foreign Ministers of the 19 member states) has been taking a hard look at ways to save money.

A prime target has been the multitude of working parties and sub-groups of experts attached to the Council's various permanent committees. Concentration on a limited number of priority areas to the exclusion of peripheral matters is to be the new order of the day.

The education sector itself has a considerable number of small and long-lived working parties reporting to its three permanent committees. These deal with general and technical education, higher education and research and out-of-school education.

The committees, in their turn, are responsible to the Council for Cultural Cooperation, which is made up of civil servants from the Foreign and Education Ministries of the member states.

This week, the CCC, with a budget reduced from 5.6m francs last year to 4m in 1977-78, has been meeting to try to cut a swathe through this morass.

Even the bureaucrats who run the committees accept that some tightening up is necessary. As one admitted: "We don't have programmes. We have collections of hobby horses."

There is, however, strong concern that the plans being discussed this week—which would involve winding up the committees and replacing them with ad hoc groups working on specific problems and answerable directly to the CCC—would mean control by the politicians and a running down of educational activity generally.

One committee, indeed, the Committee for Higher Education and Research, has been mounting a strenuous campaign to avoid the axe. The CHER is made up of an academic and a civil servant from each country. It is this unique opportunity for government and gown to meet across a table which the universities, in particular, find so valuable.

Whether or not a compromise can be reached in the case of the CHER, it seems likely that the bureaucrats running the other two committees will find themselves redeployed to run projects for the CCC.

At present, the general and technical education sector, under former history teacher Mr Maitland Stobart, is winding up its work on pre-school education (a Council seminar is scheduled for Bournemouth next month) and the problems of 16-19.

Whatever reorganization is decided upon, Mr Stobart hopes that the CCC will give the go-ahead for projects on modern languages and the education of migrants.

With most of the countries of south Europe among its membership, the Council clearly has a big stake in the migrant issue. How migrants are to be treated will be crucial to the future well-being of society, Council experts emphasize. And they include British immigrants in that judgment.

Figures show, for example, that although the main employing countries such as West Germany, France and Switzerland have been cutting back on the number of workers, the number of children of migrants has nonetheless gone on increasing. In 1974 there were 2.5m migrant children in Europe; the latest total is 3.2m.

One Council worker warned: "The gangsterism of Chicago will seem like a garden party if we don't do something soon about this growing sub-proletariat". With the Common Market Ministers blocking plans for bilingual and bicultural teaching just before Christmas, the Council sees its work as having added importance.

On another front, a now well-tried scheme for opening up national in-service training courses to teachers from other countries will continue whatever cutbacks are being decided upon this week.

Under the scheme, member states make available funds to cover travel, subsistence and course costs. There are at present 308 such scholarships and, surprisingly perhaps, the DES is leading the way in generosity by sponsoring 200 of them at an annual cost of £40,000. Scotland provides 20 places. The next largest host country is West Germany, with 50 places.

The council's education staff readily admit that they are not geared to match the research capacity of the Paris-based Organization for Economic Cooperation and Development and its Centre for Educational Research and Innovation.

But they point out that OECD, to which nearly all the major industrialized nations of the western world belong, has a strong American influence which characterizes much of its approach.

And while the OECD can and does publish trenchant criticisms of educational trends, it nonetheless remains a creature of the governments which created it. By its nature, too, the OECD is concerned primarily with the economic planning aspects of education.

Unesco is another international organization whose work, increasingly concentrated on the problems of the Third World, is not seen to clash with that of the Council.

The trouble—and here Council officials seem to have a strong basis for complaint—is that although they can identify what they are not supposed to be doing, no one is telling them how they can play a more positive role.

Acting as a clearing house for research findings and passing on advice and recommendations to member states is the function the Council sees itself best able to carry out in the education field. But one hears the constant grouse that officials are having to work in a vacuum—not sure if their advice is relevant because all too often not even its receipt is acknowledged.

Increasingly, it seems as if the most powerful members of the Council are now transferring their resources to the EEC in Brussels. When the Nine becomes the Eleven or the Twelve, possibly within the next decade, a majority of the Council's member states will also belong to the Market. The gravitation towards Brussels is therefore expected to continue.

Brussels, it is admitted, has the resources and the teeth to get things done. One example is the Council's invaluable Eudised project, which has created a European network of national agencies specializing in the electronic data processing of documentary information relating to education.

Fourteen member states are taking part and about 2,000 national pieces of work a year are reported on. The system, which makes it possible for anybody interested in educational research and development in Europe to obtain rapid and up-to-date information, is based on a multilingual Thesaurus containing 2,800 descriptors. The rub for the Council is that all future technical development of the project is being switched to the EEC.

The £25m Palais de l'Europe (or "Mummies' Tomb" as some visitors have already dubbed it because of its vast, seemingly impregnable exterior) contains at its heart a debating chamber for the Council's Parliamentary Assembly. But the chamber is also to double as a forum for the EEC Parliament. It is big enough to take the increased numbers after the direct elections.

If the educational work of the Council is not to wither away (and some see the proposals to wind up the permanent continuity—giving committees as a further step in this direction) the major powers will have to consciously parcel out work among Europe's various intergovernmental organizations. "At present there is so much duplication, it is like having schizophrenia", said one official.

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LETTERS

A levels:

Why children fail

Sir,—Philip Venning's bland assumption (Jan. 21), that the decline in Manchester's A level results is unconnected with comprehensive reorganisation should not pass unchallenged. To state that 1974 was the first year in which A levels were taken by pupils who had not sat the 11-plus neatly avoids a consideration of other relevant factors. Two of the most important of these are the nature of the staff now teaching A level and the ethos of the comprehensive schools.

A possible consequence of reorganization may have been the departure from Manchester sixth-form classrooms of highly qualified academic staff. Their replacements doubtless brought into the schools a strong sense of social purpose and new skills relevant to mixed ability teaching. These qualities, however, may not have been sufficient to replace the loss of academic rigour.

Consideration should also be given to the academic atmosphere within the schools. Like confidence in money this is difficult to create but easily destroyed. Manchester's comprehensive schools may have a high proportion of anti-academic pupils given to ill discipline, truancy and social problems. In such an atmosphere it is hardly surprising if those who want to study are positively discouraged.

In conclusion I would remind Philip Venning that during last summer's drought many sturdy shrubs failed to flower. Microscopic investigation of their withered shoots would not be undertaken by any knowledgeable gardener unless he had an unshakable philosophic and political commitment to the abolishment of all rain and artificial watering during the summer months coupled with a blind faith in high temperatures.

MAURICE KNIGHTS,
47 East Cliff Road,
Royal Tunbridge Wells,
Kent.

The answer in a good st...

Sir,—Your leading article ... subject of A level passes ... closer comments concerning ... of the factors which must be considered when searching for ... for the reduced percentage passes.

However, one factor was mentioned and it is one too often overlooked. The pupils who sat O and A levels during the period concerned were recently in infant education during the time when classes were large and teachers were inexperienced and sometimes barely qualified.

The extensions study ... by Dr Joyce Morris in Kent ... favoured area than Manchester ... reviewed under the heading ... eight it's too late". No child ... was a poor reader at the age of eight went on to a grammar school or the top streams of a secondary modern school. Nothing ... can fully compensate for ... start.

There can be no simple explanation for the results quoted. Nevertheless there can be little doubt that a contributory factor is to be found in the early years.

L. M. SEEX,
41 Cornhill Road, Urmston,
Manchester.

Blowing trumpets for Oxfordshire

Sir,—As a teacher in Oxfordshire, and mindful of that county's current place in educational debates both economical and philosophic, I am heartened to read (January 21) that Oxfordshire's A level results in the past three years are an exception to the national pattern of stagnation and decline. I would suggest this is more significant than you suspect and would, therefore, wish to add this comment.

Without in any way wishing to detract from the obvious credit accruing to the county's fine secondary teaching force, and your feature on the Lord Williams School recently reflected this, I doubt if any of those teachers would suggest there was anything particularly distinctive about them compared with, say, the best of the rest. But where Oxfordshire may rightly claim some national distinction is in its long-standing programme of primary teaching reform.

As the chief primary adviser recently observed, though the whole spectrum of teaching method from traditional to so-called "progressive" may still be found across the county, nevertheless the entire body has moved this last decade significantly towards the child. The more relaxed, less competitive ethos in which there is greater respect for the individuality of the children and wider recognition of the marked diversity of genuine intelligence has certainly become a feature of Oxfordshire's education that is second to none and admired the world over.

Advocates and exponents of these beliefs have always claimed that the results would show only in the later years, indeed that it is these later results that are the only way the beliefs may fairly and properly be evaluated. One of the fundamental failings of the Bennett report was its total lack of interest in the tested children's future performance at secondary school.

"The essential value of Oxfordshire's child-centred, individually stimulating teaching methods lies in the belief that this is the best way to ensure each child comes closer to realizing his full potential than in regimes committed to the rejection strategies of early testing, streaming, selection and other segregation. If this belief is correct then among the most able children it should show at that level of performance we recognize as the peak of school achievement. Certainly the philosophy has been going long enough now in Oxfordshire for that sort of evidence to be coming through. I would ... that it is.

In conclusion it seems ... at this time Oxfordshire ... savage, ruthless damage ... essential fabric of its education ... vire, having gnawed away ... edges with equal determination ... three years already. It ... itself with the knowledge that ... the rural county the worst ... the recent rate support grant ... The reality will lie in the ... of other authorities, however ... millions of pounds are cut ... as disposed as Oxfordshire ... worsen class ratios against ... priorities.

There are many of us in Oxfordshire who, reading between the lines of three years' experience ... that the economy has been a smokescreen to mask political ... taste for this very quality of education, both primary and secondary, that I mention above. ... could the council propose ... £2.7m from its reserves and not a penny to relieve the ... in the face of clear ... quiet.

MERVYN BENFORD,
Deputy secretary, Oxfordshire ...

It's only fair to be open

Sir,—Mr Spurgin (January 14) complained that it is unfair of UCCA to require each applicant for university admission to disclose what other applications he may be making within the UCCA system. This requirement is essential to the system.

If universities had each year to consider 750,000 applications from 150,000 candidates without any indication of each candidate's preferences, it is improbable that each candidate could be given the same personal attention from university selectors that he receives at present; it is indeed possible that universities would be so flooded with paper that the whole process would collapse.

The present system recognizes (a) that most candidates have some preferences among universities; (b) that these are not always well-defined, and may alter; (c) that if a candidate's applications to his original list of universities all fail he can still be considered in the clearing scheme for any other universities at which his qualifications would be acceptable.

The UCCA scheme was designed to be fair to individual candidates as well as to help university selectors—who have many other responsibilities—to perform their demanding task. The relative infrequency of such criticism as that voiced by Mr Spurgin suggests there proper balance is struck.

L. R. KAY,
Secretary,
UCCA.

Another way to end the world

Sir,—Not all of us see the implications of the current influx of horror films in the same way as does Robin Wood (December 31), but then not all of us build on Freud's hypotheses as much as he does, nor are we all able to deduce what he so obviously desires to see, namely that there is only one alternative to "the end of the world"—"the norms by which we have lived must be destroyed and a radical new form of organization (politically, socially, ideologically, sexually) be constructed". Some of us consider studying the evolution of "civilization's unconscious" not to be a very scientific pursuit.

The background to the influx of horror films might be more simply described :

The perfecting of sophisticated film techniques allied to crude sensationalism (not a new phenomenon) and to the postwar revolt against the accepted aesthetic criteria of our civilization.

The big box-office returns readily available from films which are cheap to make, besides being nasty, and which are expensively advertised by the makers and distributors.

The intellectual tyranny exercised during the past decade or so by the "no censorship" party in this country.

The collapsed standards of the British Board of Film Censors, which consists of a small number of people who obtain their livelihood from the footage of film they view, who are responsible to no democratically elected body for their decisions and who ... become somewhat hardened ... the material they watch.

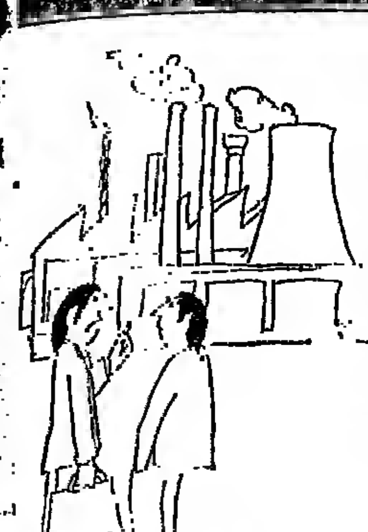
The Exorcist is indeed a ... film. It has been admitted ... Warner Brothers to contain ... inal frames (death-head) ... subliminal sound. Dr Wilson ... Key pointed out in a paper presented to the mass communication division of the International Communication Association at ... in April, 1976, that ... threshold management ... to the cinema techniques ... amount to the programming ... large numbers of people ... haviour in a manner ... similar to the programming ... on electronic computers ... technology now makes it ... sible clearly to outline the ... man. Mr Wood is not ... interested in this aspect.

The Book of Revelation ... which *The Omen* derives ... (albeit garbled) ... the Anti-Christ ... does not by any means ... the Anti-Christ's reign ... succeeded by the return of ... destroy the ... e millennial regime of ... planning.

Those reading the ... apocalyptic ... need to keep their balance ... point, or they will be left ... erroneous emphasis ... dwelling on hell-fire at the ... of the balancing truth of ... news (gospel) of a free ...

A. WHITAKER,
Tremore,
near Bodmin,
Cornwall.

LETTERS



"If those are the dreaming spires, I must have got into the wrong stream at some point."

Parental apartheid at County Hall?

Sir,—I note that the ILEA is now committed to inviting representatives of all categories of staff (apart from top officers) to sit on the education committee, the development sub-committee, the schools sub-committee and the further and higher education sub-committee. This is the second sectional interest to be given a voice in the government of education: first the teachers, now the officers.

Parents, however, who as a group have most at stake in the education system and who are at least as valuable witnesses to its success or failure as teachers, have their request for seats on the schools sub-committee ignored.

The ILEA is often described as remote in spite of all its good intentions but has to hand means, actual and potential, to keep much more closely in touch with parents and local opinion, if only it would use them. It has managing and governing bodies, which for several reasons, are not taken very seriously. It could require all schools to have parents' associations as most do.

Above all, it has a structure of elected parent managers and governors and consultative committees of elected parents in each of its 10 divisions. Although this structure is relatively new, it involves large numbers of concerned parents. However, the authority's own reviews of the workings of these parents' committees are ungenerous and dismissive in tone and are clearly written by officers at County Hall who tend to know less about what goes on at grass roots level.

In spite of difficulties, these emasculated Bantustans do manage, through hard work, to have a little influence, but we want more than that and we think that we deserve more than that. The Taunton Commission is well known for having described exactly what was needed as long ago as 1868.

"Every arrangement which fosters the interest of the people in the schools, which teaches the people to look on the schools as their own, which encourages them to take a share in the management, will do as much service as the wisest advice and the most skilful administration. . . . The task before us is great . . . even more than skilful contrivance, it will need energy; and energy can only be obtained by trusting the schools to the hearty goodwill of the people."

When will its good advice be followed?

PATRICIA COCKS,
Chairman,
Westminster and Camden Parents' Consultative Committee.

How strange

Sir,—In "Truancy the big myth" (January 14) there was a conception that is surely very odd: viz, that a boy is not a truant if he absents himself from school with his parents' knowledge.

G. H. BAILEY,
90 Cambridge Gardens,
London.

Men and women are not so different

Sir,—Your report ("Girls do not see things like boys", January 14) of work by Dr D McGuinness, gives a false picture of the present state of research into sex differences in perception and cognition. For example, you state that "girls could distinguish faces in a photograph from the age of five months, but boys were unable to do so for many months afterwards . . .".

This particular finding could not be replicated by the original experimenter (Fagan), and many subsequent experimenters obtained negative results. The notion that this represents a fundamental sex difference, which is the basis of later social behaviour, is also incompatible with the failure to obtain equivalent results in older children and adults.

More generally, Dr McGuinness's account ignores two recent comprehensive reviews in this field (Maccoby & Jacklin, *The Psychology of Sex Differences*, OUP, 1975 and Fairweather, *Sex Differences in Cognition*, *Cognition*, 4 (1976), 231-280) which both conclude that there is no evidence for sex differences in perception and cognition before puberty.

Even if such sex differences could be shown to exist, they do not provide an automatic explanation of a whole range of differences in ability, interests, subject choice, occupational choice, etc. Explanations in terms of "built-in biological reactions" ignore the abundant evidence of social influences on ability, as well as the substantial overlap between the sexes. For example, sex differences in spatial ability are frequently cited to account for the lack of girls doing science and engineering; yet subject choice on the basis of spatial ability alone would produce two female to three male engineers—the actual ratio is one to 100.

The implications of reports such as yours for educational and social policy are clear. Given the true state of the evidence, and the simplistic lines of arguments used, it is perhaps more interesting to ask why there is so much interest in "fundamental sex differences" and so much selective reporting in this field.

ESTHER SARAGA,
Lecturer in Psychology,
Chelsea College,
London University.

Let spelling trip off the pen

Sir,—I would like to challenge some of the arguments set forth in "Reform—or illiteracy?" (January 21). First, it seems to me that the title presents an absurdly exaggerated case. Our erratic spelling system does not prevent more than a small minority of children from learning to read at all, whatever problems they may encounter en route, and the assumption on the part of the teacher that learning to read is a problem will create difficulties for the pupil. Also, the supposition that it is good for children to have everything made easy and effort minimised is in itself questionable.

Secondly, as regards writing, I am sceptical of the glib assumption that reform is needed to provide a new standard—that a standard is needed at all. Since our present authorized spelling arose, as Mr O'Connor admits, largely by accident, I see no reason why it should not be allowed quietly to decay equally unaided by the pundits. Indeed this process has already begun.

Establishments of higher education are constantly complaining at the inability of their students to spell. I myself make a distinction between work for which I need to use a dictionary and work, such as private letters, for which I am content with whatever trips most readily off the pen. As for us I am aware, "bad spelling" has not yet led to complete unintelligibility, the only reasonably tenable ground for a standard.

I should make a distinction here between basic spelling rules, such as doubling the consonant to close the first syllable and keep the preceding vowel short when a second syllable follows (thus distinguishing holly from holy—a rule which Lindgren has apparently ignored in his SR1 in *meny, redy*, which ought, to my mind, to be spelt menny, reddy) and individual spelling rules, such as the number of s's and p's in "disappointment", which have no discernible relationship with pronunciation.

Finally, as regards the relationship between spelling and pronunciation, one might point out that far from their becoming more widely divergent, spelling pronunciations are becoming ever more frequently heard in an ever-growing number of words (often, forehead, waistcoat, mortgage, etc).

In AD 2250, therefore, rather than our present spelling being unintelligible, as Mr O'Connor suggests, it is far more likely that spelling pronunciations and the erratic spelling of the youth of today will have converged to produce a more rational spelling system without the help of zealous reformers.

ELIZABETH FISHER,
4 Hawthorn Street,
Wilmslow,
Cheshire.

Antipodean answer

Sir, Dr William Taylor suggests that centres for teacher education should be set up in universities and polytechnics throughout the United Kingdom (January 7). No doubt this suggestion emanates from his recent trip to Australia where almost all universities possess such departments. Here at the University of Adelaide the Advisory Centre for University Education (ACUE) has two main aims:

To give professional assistance to those staff members and departments who seek help to improve the effectiveness of their teaching.

To study any matter related to higher education and the planning of and, where possible, the conducting of surveys and investigations relating to such study.

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University teachers can at all times discuss any aspect of university education with the ACUE. Departments can also use the ACUE in similar ways.

WILLIAM C. HALL,
Director,
Advisory Centre for University Education,
Adelaide University.

Cuckoos in some l.e.a. nests only

Sir,—A part of your report last week on my presidential address to the Society of Education Officers seems unintentionally to have conveyed to some of your readers a different impression from the one they gained either from hearing me or reading the script.

I also spoke of the happy relationship with local government staff of other disciplines which some—but by no means all—of us enjoy. These staff accept that education officers are the principal education advisers to members and should be responsible for administering the education service. To them, the often misused word "corporate" means "cooperative". I did not therefore generalize by saying that corporate management is the "cuckoo in the nest" although I did say that this might well be the case in some authorities.

"Directly elected education councils were the answer" were your reporter's words, not mine. However, the effects of certain management practices and cuts in education services in some areas could, if continued unchecked, quickly lead to moves to take education out of local government as we know it. I hope this stage will not be reached but, if it is, then directly elected area education councils would, I believe, be preferable to nominated education boards or detached central control possibly by way of a rapidly growing system of specific grants.

These councils will have to be the answer unless all members and officers of local government demonstrate that their prime concern is service to the community.

ROY P. HARDING,
Chief Education Officer,
Buckinghamshire.

Who wants to be equal?

Sir,—You report (January 21) that the chairman designate of the new Commission for Racial *Equality* (my italics) said that ethnic minority groups needed "sensitive and sympathetic encouragement in their desire and efforts to preserve their ethnic, cultural and religious identities". Perhaps the new commission would have been better named "for the preservation of racial differences"!

People do not like being "equal" —if that means "the same". Fifteen years ago many silly public figures assured us how all immigrants were "just like us". Many immigrants, having firmer religious convictions and better moral standards, must have been glad they were not. How easily we were all supposed to "integrate".

If, when mass immigration began, we had acknowledged ethnic differences and had planned to deal with the consequent difficulties, we might have had more real integration by now. People differ in their emotions, ideas and aspirations regardless of, as well as because of, their "ethnic group". Nobody wants equality; people need acceptance and appreciation, and hope for equal opportunity—often to be different.

DAVID J. STRAWBRIDGE,
Langthorns,
Compton Abbas,
Shaftesbury
Dorset.

How to make up for lost maths

Sir,—It is disturbing that about a third of London's comprehensive schools do not offer any course leading to A level in mathematics, and about half the primary school teachers have not obtained O level mathematics during their own schooling. Too few mathematically knowledgeable people have entered teaching, and the deficiency has been disguised by the practice of regarding as qualified anyone who has a certificate and has taught the subject.

A long-term remedial plan is needed. A proposal, supported by many mathematicians in the University of London, some polytechnics and at the Institute of Education, is that there should be a schedule of qualification for mathematics teachers, with several levels.

The general idea is that a teacher would be qualified to teach at a certain level if he or she had attained the next level up. This requirement would be in addition to the usual professional teaching certificate. Once the schedule is agreed between the DES and the teaching profession, it could be immediately applied to all new recruits.

Since most primary school teachers are required to teach some mathematics, O level would become the normal minimum qualification for intending primary school teachers. This goal is less remote now, because the great reduction in the number of places at the former colleges of education allows them to be more selective.

All courses leading to a teaching qualification should contain a compulsory element of mathematics. In the current reorganization, no college lecturer, qualified according to the schedule, should be pushed out of training teachers.

It would be necessary to apply the scheme only gradually to teachers now in post, as some schools have no teachers at all who meet the requirements. Some would be keen to obtain the higher qualifications.

As a temporary measure in primary schools, the teaching of arithmetic and other mathematics could be reorganized as a specialist subject, and left to teachers with O level or equivalent.

R. F. STREATER and 86 other mathematicians,
Bedford College,
University of London.

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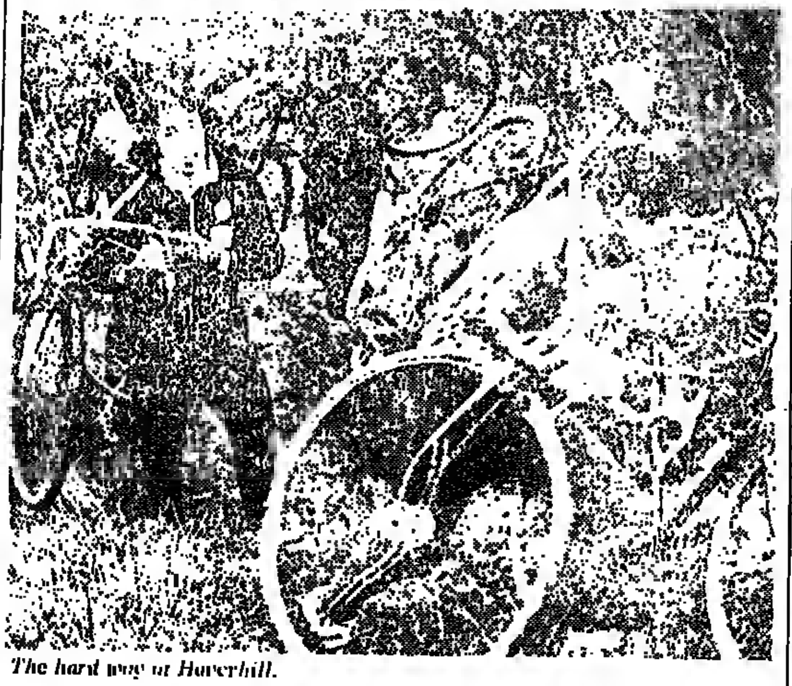

The hard way at Haverhill.

Cyclo-cross titles go to the hardy

by Stanley Levenson

Fiery determination helped schools cyclists through the snow and icy winds during the national cyclo-cross championships at Haverhill, Suffolk. And there was mud, too, by the time scores of feet and bikes had covered the course, a disused railway track.

Because conditions slowed the competitors down so much the organizers reduced the length of the races. It was taking the boys and girls more than 6 min to complete a lap instead of the 4min plus worked out when the weather was better.

As expected, Kevin Carr (Sherburn School, Leeds), the national schoolboys open champion, won the senior, over-15 event. The team prize went to Earlham Comprehensive School, Norwich.

Paul Watson (John F. Kennedy School, Hemel Hempstead, Herts) was first home in the under-15 race, in which the team winners were Wreake Valley College, Syston, Leicester.

In the under-13 final Martin Wright (Gable Hall School, Stanford-le-Hope, Essex) led most of the way but, in the end, had to settle for third place behind Gary Coltman (Wreake Valley College) and Adrian Ward (Kibworth School, Leicester).

John Willmott Grammar School, Sutton Coldfield, were the team winners.

The two girls' championships were amalgamated into one race, with separate prizes for the two age groups. Wendy Page, the outstanding girl rider from Bungay High School, Suffolk, beat her old rival Shirley Robinson (Sir Charles Lucas School, Colchester) for the under-15 title, and Sally Bennett (Loy Hill School, Sutton Coldfield) won the under-13s.

The championships were promoted by Haverhill Wheelers and sponsored by Hille International, the schools furniture people.

Fast bowler

Another Thomson will be coming over to England this summer with a hostile attitude towards batsmen. Not Jeff Thomson, who caused havoc here in 1975, but Geoff, a Perth schoolboy, who is in the Australian under-19 team which is to make a 12-match tour in June and July. Thomson is said to be the fastest schoolboy bowler in Australian cricket.

Record breaker

Debbie Rudd (Tudor Grange School, Solihull) broke two British short course breaststroke records at Cardiff recently, beating the former record holder Margaret Kelly in each case. Debbie's time over 100 metres was 72.67sec, 1.5sec faster than the previous best. In the 200 metres she cut the record by 4sec to 2min 35.35sec.

Scots share basketball honours

England and Scotland each won a match by a comfortable margin in the double header girls' basketball international at Meadowbank, Edinburgh, last week. The English girls won the under-15 game 51—25 but the Scots triumphed 74-49 in the under-17 encounter.

Top scorers among the younger girls were Sue Green (14) and Sharon Lloyd (8), both from England's champion girls' school, Dayncourt Comprehensive, Radcliffe-on-Trent, Nottingham.

Perhaps the Scots were unsettled by Sheena Judd (Hemel Hempstead School, Herts) who, at 14, is 6ft 1in tall.

Dayncourt girls Linda Gardner (18 points) and Jackie Cheetham were prominent in the senior game but were no match for the formidable, experienced Scottish squad with seven representatives from Edinburgh's Holyrood High School as the core.

This was not the only Anglo-Scottish basketball action last week. Hundreds of miles to the south, at Hatfield, Herts, England's under-15 boys defeated Scotland 76—39.

There was a junior giant in 6ft 6in Londoner Joe White (his father is 7ft 2in) who scored 12 points, but the team captain is pocket-sized Stephen Matthias (Winton School, Andover, Hants) at 5ft 4in. Next Friday the English boys meet the Welsh at Bridgend.

3,000 schools now in the swim

The best time to learn to swim is at school. With this in mind the National Award Scheme "learn to swim" programme was launched in Scotland in 1970. Now, more than 100,000 Scottish children pass through the scheme at various levels every year and 500,000 now proudly sport their award scheme badges. More than 3,000 schools have joined the scheme.

The scheme which is administered jointly by the Scottish Amateur Swimming Association and the Scottish Schools Swimming Association aims to have all children able to swim by the time they are eight. A swimmer is defined as a child who can swim 15 metres—enough to prevent panic in the water, or to reach safety in rivers, ponds and canals, where most drownings occur.

"This is probably the most successful scheme of its kind in the world", said Mrs Mae Cochrane, the full-time secretary, at her office in Edinburgh. Trophies to be won include the Dolphin Trophy for primary schools, and the Trident Trophy for secondaries.

Date for canoeists to remember

Afloat on the Medway: young canoeists get a lesson.

Canoeists should have plenty to interest them at the International Canoe Exhibition, sponsored by the Sports Council and British Canoe Union at the Crystal Palace Sports Centre, London, on February 26-27.

The trade side will display scores of different canoe and kayak designs and accessories. All could be helped by the reduction to 12½ per cent of the punitive 25 per cent VAT imposed last year.

For those who want to do it themselves there is advice on how to make a fibreglass craft, a popular project in quite a few schools, canoe holidays and expeditions, life saving and canoeing for the disabled.

Some of Britain's Olympic paddlers will be seen in the competitive events in the swimming pool—a men's K1 slalom and canoe polo.

School and youth groups (ten or more) which book in advance will get a 20 per cent discount on the standard entry fee of 25p for under 14 and 50p for those over it.

Inquiries to London and South East Regional Sports Council, 160 Great Portland Street, London W1N 5TB.

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Whose needs, whose control?

Douglas Holly argues that questions of standards and core curriculum are irrelevant to the real issues of learning

Left: a seventeenth-century broadsheet produced by the Levellers, who felt men and women should learn the power of knowledge through use. Right: the Prime Minister at Ruskin College last October.

The great debate begun by the Prime Minister at Ruskin College is really a great non-debate. The question now, as always, to ask about the education system is not "Does it turn out enough people who can read and count?", but "Does it turn out enough people who can think for themselves?".

Not that reading and counting do not matter: such skills are vital to a democracy. But basic skills, while necessary, are not a sufficient requirement. As Paulo Freire has demonstrated with Brazilian peasants, the point about literacy is knowing the social significance of words—or rather the significance of the things and events words stand for.

Nor is it enough to use the words to learn history, geography, physics or calculus as propounded by others. The significance of knowledge must be experienced subjectively by human beings as social individuals. This is the difference between real learning and mere erudition.

Our leaders are far from concerning themselves with anything of the sort. The economy, they say, requires such and such skilled workers, such and such technologists, such and such bankers and scientists. The school curriculum should exist to service this need.

Of course, they acknowledge the importance of sport, religion and literature; a healthy mind in a healthy body has always appealed to the rulers of this world. But basically the state maintains schools to service the needs of the state—as perceived by those who run the state, and those in whose interests it is run.

The great non-debate accordingly evades real educational issues, and seeks instead to elevate such matters as "the monitoring of standards" and the quest for a "core curriculum", both concepts which relate to the content of teaching rather than the nature of learning. As every educational researcher knows, it is possible, if not easy, to devise measures and instruments to test whether pupil A has retained fact X better than pupil B, or fact Y better than fact X, or even, under optimal conditions, whether fact X has been generalized into an abstraction.

It would be a brave researcher, however, who would lay claim to have demonstrated that pupil A had understood fact X, or that fact X was by nature comprehensible to pupil A, or any other in a given group. The personal-social significance of knowledge is not a question of standards, monitoring instruments or core syllabi: these so called burning issues are supreme irrelevancies.

What is at stake with such things is the familiar old business of sorting, grading and organizing against unstated and unexamined criteria. Argument can then rage about whether this or that school has "succeeded" in achieving a higher literacy count or examination pass level, or whether this curriculum requires more or less people to study mathematics than that.

No questions are asked about the reality of learning that has taken place, or about the salience of the knowledge acquired. The state has no interest in such things, it appears.

Three hundred and twenty-five years ago Gerrard Winstanley would have challenged such an appearance. In *The Law of Freedom* in 1650 he wrote:

"But when a studying imagination comes into a man—that is he who puts out the eyes of man's knowledge and tells him he must believe what others have writ or spoke and must not trust his own experience. . . ."

The "kingly spirit" of domination has interests everywhere, and nowhere more so than in the acquisition and dissemination of knowledge. It is not what you know that is socially significant, but your grounds for knowing it. Intellectual autocracy rests upon the awe of people in general when confronted with knowledge. And that is as true in 1977, in the age of technology, as it was in Winstanley's day.

To put out the eyes of men's knowledge is to neutralize it, to take away its power, or rather—adding Marx's insight to Winstanley's—to alienate it to the use of others. Winstanley conceived his ideal system of rational education as based on productive labour: man and women should learn the power of knowledge through use.

In his agrarian Commonwealth the only schools would be for adults—Sunday meetings for the exchange of ideas based on scientific experiment and observation, as well as free discussion of the affairs of the local commune and nation, including the affairs of mankind in general. No one should have authority to dogmatize: all knowledge and intellectual authority should be referred to concrete experience and public demonstration. Children should learn at work in the home, young people in field and workshop.

History decreed otherwise. Education as it has developed since the Commonwealth has taken the model of academic speculation—"studying imagination"—even in science. The development of capitalism has forced the centralization and institutionalization of knowledge in a particular way. As Marx put in his *Grundrisse*:

"The knowledge, the judgment and the will which, though in ever so small a degree, are practised by the independent peasant or handicraftsman . . . these faculties are now all required for the workshop as a whole. Intelligence in production expands in one direction because it vanishes in others."

The very social organization which has made possible the banishment of hunger, poverty and ignorance from the world has separated the individual's learning from his productive action so that, as Marx continues, "The labourer is brought face to face with the intellectual potencies of the material process of production as the property of another and as a ruling power."

It is part of the dialectical contradiction of history that social progress has been via a greater and greater concentration of Winstanley's twin evils: private property and irresponsible power.

No conspiracy theory is required, then, to hear in the present call for centralization and standardization of curriculum the authoritative tones of those who would suppress for ever the possibility of dissident thought. Technical rationality, as Marcuse pointed out, neatly coincides with the interests of domination.

The present system of school autonomy is untidy, and the bureaucratic rationalizers of the DES have no doubt chafed at it for many years. What more reasonable than to take advantage of the faltering confidence of capitalist and politician to press for greater order and standardization?

Up till now our school system has presented a certain anomaly, an untidy misfit both in terms of the general economy and policy of the country, and in terms of developed education systems, East and West. The time, one might say, is ripe for change. Why not follow the example of France, West Germany, Scandinavia, not to mention Cuba, East Germany or the Soviet Union?

In a time of economic uncertainty the school system is at least a less dangerous scapegoat than immigration or the trade unions. It is natural to shrug off the present drive for standardization and centralization of curriculum as relatively harmless, perhaps beneficial and, in any case, inevitable.

To believe the last is to give way to historical fatalism: history also proceeds by contention, resistance and counter-initiative. With all its faults, the institution of school is better than the squalor, ignorance and degradation of unschooled youth in an industrial society—and it was an institution that had to be fought for.

The great non-debate is not simply irrelevant. The present untidy, unstandard, uncentralized English curriculum has one vital redeeming feature: it allows for real educational experiment and development, albeit only in a handful of cases. If this is to be rationalized out of existence by newly-powerful governing bodies, overseeing DES approved curricula with a paraphernalia of monitoring and standardizing tests, more will be lost than a quaint survival.

The reformation we need in our schools is one which strengthens local initiative in developing new approaches, by cultivating the interest of parents and pupils in the basic nature of learning before, during and after schooling, by restoring to people a belief in the touchstone of active experience as opposed to "what others have writ or spoke".

On this alone can be based a return of self-respect to ordinary people, necessary if we are ever to bring about social democracy—and therefore sanity—in the control of the body politic and economic.

Education cannot alone achieve such a revolution: but without it social and political action are bound to fail, for want of confidence and involvement among those very masses for whom and by whom radical change should be carried through.

Douglas Holly is a lecturer in the University of Leicester School of Education, and author of Society, Schools and Humanity.

Programme control French style

Anne Corbett reports on how a centralised curriculum is created and disseminated in France, and what those at the receiving end think about the system

It may just be coincidence that the senior chief of Her Majesty's Inspectors is an ex-university teacher of French. What is not in doubt is that Miss Sheila Browne and the HMIs have a lively enough interest in France to toy with two key ideas of the French educational system: a nationally defined curriculum, and a powerful Inspectorate to enforce it. Miss Browne herself took an active part in the French Inspectorate's annual conference last year.

So it is timely, as Shirley Williams begins her round of consultations, to see how the French define and create a curriculum, what it looks like, how they impose it legally and through their Inspectorate, and what some people see as the consequence.

Defining a curriculum has never been a problem for the French. They have been doing it ever since Napoleon established a national system so that he could move his vast army of *fonctionnaires* or state employees around the country. The University of Paris, given the job of running the system, got the most eminent intellectuals of the day to define what the educated person should know: a kind of minimum baggage of knowledge.

Essentially, a practice designed for 5,000 has been extended to cover 12 million: the whole of a modern education system, from nursery school through to university. The French sidestep some of the difficulties by defining curriculum quite simply as syllabus or course programme, and not "everything that happened in school today". And they do it in a way which is still reminiscent of the eighteenth-century intellectuals, or *savants*.

Today, defining the curriculum is the responsibility of the 129 *Inspecteurs Généraux de l'Instruction Publique*. They are also responsible, in theory if not in practice, for checking on classroom standards. It says something about the sort of curriculum the French get that most of the *inspecteurs généraux* are discipline based, and most are recruited from the most academically qualified in a highly selective system. The classic *inspecteur général* still comes from the very special group who teach the *classes préparatoires* for the *grandes écoles*, something like the competitive English sixth form in the heyday of Oxbridge scholarships.

There are other groups within the general inspectorate responsible for primary education and for more general education matters: the *vie scolaire* or the running of the school, as opposed to the teaching of subjects. Rather more of these have been recruited from other sources, such as the *inspecteurs généraux pédagogiques* or the *inspecteurs départementaux*, based on the regional units of educational administration, the *académies*.

The creation of what some commentators call "*sous-inspecteurs* for the *sous-professions*" leaves the still tiny group of *inspecteurs généraux* with their monopoly of curriculum making, still dominated by the separate and powerful nature of the disciplines. *Inspecteurs généraux* are organized in teams, each traditionally battling to retain or increase their discipline's place in the programme. The head, the *représentative permanent* chosen by the inspectors, for appointment by the minister, "is not a director", emphasizes the present incumbent, M Lucien Géminard, "but a coordinator".

Not unexpectedly, the *inspecteurs généraux* are widely accused of being out of touch. It is an accusation that M Géminard is clearly tired of hearing. "We are always sandwiched between the demands of the universities and the subject experts on the one hand, and teachers on the other. It is our duty to advise the minister on how his pedagogic policy can be conveniently and practically executed. There is no point in recommending a programme which half the teachers cannot teach." He smiles a very little. "Which is why we are accused of being conservative." He adds that it is nothing new to be under these pressures as well as political ones. "We may have to take up the pen several times before a programme is approved."

But "that is not to accept the criticisms. You must understand how the system works", he says, quickly drawing a plan. He shows a chain of control, pressing down towards the base. But there is also a chain of information working its way upwards. "Most of my colleagues are in and out of establishments for much of their time. One learns a very great deal that way." Those "in the bath", as the French call the chalkface, see nothing.

One of his colleagues, M Victor Marbeau, an *inspecteur général* for history, confirms the image of the man with the overnight bag off to the furthest corners of France. He himself was going to Toulouse next day, and had been in schools the previous week.

He describes the process of making a new programme, and is in a particularly interesting position to do so. The present minister of education, M René Haby, has introduced a plan to change the curriculum of every class between the *école maternelle* and the *baccalauréat* examination. And M Marbeau is working with a team in M Haby's own discipline of geography to produce a new integrated subject of *sciences humaines*. He says there have been widespread discussions beforehand with the associations of specialist teachers in schools and universities. "This is what he would expect when any new programme was being drawn up."

He talks about the way research into the processes of learning influences the construction of the programme. But here he admits he may not be typical: "One would have to ask each colleague", he says (and indeed he has a reputation of being exceptionally "*ouvert*"). His wife works at the *Institut Nationale de la Recherche Pédagogique*, which explains some of his interest. But he has given it practical effect in organizing the translation of some of Jerome Bruner's work on stages of learning, and is circulating to colleagues a paper gleaned from Council of Europe sources on autonomous learning.

"What we are trying to do in the new programme", he says, "is to give pupils concepts and tools. We do not want to weigh them down with studies of rivers in Africa or lists of historical dates. We want them to understand the particular language of history and geography, to acquire skills of observation and analysis. We must of course provide them with a framework of facts so that they can understand the significance of the evidence that they are studying."

This may be a new approach to the minimum baggage of knowledge. But other inspectors speak less of the progress and more of the problems. One talks of working with a commission for six years from 1966, with its members divided equally between the ministry of education representatives and outside experts. At the end their recommendations were blocked by the minister of the day.

Certainly, too, there is a view outside the ministry that all is not as well with the inspectorate as perhaps M Géminard's words suggest. The inspectors' hegemony appeared to come under attack in the mid-sixties, when the Government set up a series of curriculum commissions with eminent outside chairmen drawn from the *Collège de France*, or the university pre-eminent in the relevant discipline.

M Géminard explains these as the most practical ways of accommodating to "brutal turning points" in society, since externally chaired commissions encourage public discussion. But others speak of the inspectors being elbowed out.

Now, however, the situation is more ambiguous. The minister, M Haby, is exceptional in being a pedagogic minister: he has worked his way through the system, as primary school teacher, lycée geography specialist and director of two *académies*. He has strong views about the content of the curriculum, which include trying to abolish the strong system of streaming up to the age of 16, and introducing a common curriculum. At the same time, the status of the largely discipline-based inspectorate looks greater. M Haby has re-established curriculum commissions, with the *inspecteurs généraux* as chairmen. He is also increasing the numbers of the other sorts of inspector.

Nevertheless *Le Monde*, never very friendly to him, commented in December, when the first details of his curriculum reform were published, that "the programmes are marked by pedagogical research findings and a clear sense of realism". But while French commentators argue among themselves as to whether they are now seeing a demonstration of personal power at the ministry, one thing at least does not change. The process of programme making happens a very long way from the classrooms.

What do programmes look like? You can no longer look at a chart on the Minister of Education's wall, and be told what every child in France is doing at that moment. But if you walk into the Ministry of Education's marketing organization SEVPEN (*Service d'Edition et de Vente des Publications Nationales*), or into one of the regional centres for documentation used by teachers, you can buy either booklets indicating the general lines for the primary school or the extremely detailed programmes for the lower and upper secondary school (see panels). Also available now are M Haby's proposals for the first two classes to be affected by his reform (the beginning of the primary school and the beginning of the secondary school), which will take effect from September, 1977.

Yet so much of what happens in any classroom results from the interaction of particular teachers with particular pupils. Are the programmes really imposed, or is it all an elaborate paper exercise? Twenty or so pupils in two different secondary schools could not remember seeing an inspector in their class more than once, and usually the inspector they had seen had not been one of the *inspecteurs généraux*.

At one of the most famous Paris *lycées*, Louis le Grand, a French teacher looked in astonishment at the *Hours, Programmes and Instructions* booklet, and asked what it was. A teacher at a private technical secondary school said he had never respected programmes, and neither inspectors nor his school director had expected him to. As he described it, the school was taking the rejects of the system, many of them pushed out of the ordinary secondary schools at 14. No inspector could do better than him at making his pupils want to learn, and no one knew how to write that into a programme.

M Antoine Prost, a well-known historian of French education, puts forward the view that programmes are not respected. Otherwise one of the unions would not be campaigning for the teachers' right to be forewarned of inspectors' visits (a right M Haby himself said teachers should have when he addressed the last conference of the *inspecteurs généraux*).

But there are factors which suggest that, even if programmes are mythical, the myth is likely to be upheld. There is powerfully effective diffusion of the general ideas. The law is used for statements of intent. M Haby's law of July 11, 1975, gave the "*grandes lignes*" of his project, declaring the need to modernize primary and secondary education.

One stage later come the decrees, which the minister makes with the approval of the Council of Ministers. M Haby's decrees have just been published. The 170 or so clauses deal with the organization of schools, financial arrangements and rights of parents.

Next will come the ministerial orders ("*arrêtés*") specifying the details of the programmes and hours. Those taking effect in 1977 have now been approved by the statutorily consultative councils, and details have just appeared in the press. When ready for implementation they are published in the *Bulletin Officiel*, which is circulated to all heads of establishments and incorporated into such teacher training as exists. Inspectors, with their dual responsibility for schools and universities, see that the two work in parallel.

This diffusion gets taken up by the publishers, who are widely accused of getting preferential treatment from the ministry. (The association of history teachers is currently complaining that the publishers were told of the Haby plans for the new programme long before they were. M Marbeau, the history inspector, says they were all told the general outlines at the same time.) The publishers certainly vie with each other to produce textbooks which are faithful to the programmes. They get inspectors to write books, or to sign personal recommendations for them.

There are fears of sanctions. As a pupil at the Louis le Grand lycée put it: "Of course, because there is bullying and fear". Was I asking about inspectors of police? Well, anyway, it was the same in education. And he spontaneously drew his diagram of the way the system works, always bearing downwards on to the weakest sections of society. The pressure evidently had unfortunate effects on pupils —and dogs.

Less colourfully, teachers in other schools confirmed his essential point: there are pressures to make one conform. An inspector decides on promotion, or gives a teacher permission to change schools. There were plenty of stories of terrible grey men arriving to scare the class, examine the pupils' books and shape the teachers' life on the basis of 20 minutes' observation. There were plenty of stories of dragon killing, too, and the cynicism which results: "Good", said one teacher who had just been inspected. "Now I've got three years' rest."

But it was teachers at a school which is neither elite enough to risk being independent, like Louis le Grand, nor disadvantaged enough to be sunk in its own problems, like the technical school, who stressed what is surely the key: they believed in nationally defined programmes.

In a bleak staffroom, in Drancy, a northern suburb of Paris, bare except for a print of the Mona Lisa, teachers at an 11 to 16 secondary school complained of many programme details: too overloaded in history, too many problems in changing to audio visual methods in German, when parents insisted that each textbook should have at least five years' use. More fundamentally, they complained that the teacher "in the bath" was never consulted about the classroom implications of programmes.

They positively wanted more educational discussions: staying after school to talk like this was the first such discussion for months. But they did not dispute the idea of a programme. Cultural unity was important. Continuity was important. They too recognized the "minimum baggage of knowledge".

They were echoed elsewhere: by the Louis le Grand pupils, one autonomous learner apart, by their teachers, by the associations of parents and the teachers' unions. They argued about the amount of flexibility to be given to teachers (more than the 10 per cent of time now allowed by law, more within the framework of the programme). But the only people to say that they were opposed to fixed programmes because they had little educational value were researchers. This includes the director of the biggest research section of the *Institut National de la Recherche Pédagogique*, M Louis le Grand, who feels that programmes are inappropriate for perhaps three-quarters of pupils.

There remains scope for argument about the results. Examination results, with all their weaknesses, are the most objective measure. But the French have not gone in for any systematic measurement of how standards change over time.

So, while the Drancy pupils produced the conventional wisdom of one side ("their parents thought they learnt much more in school these days"), many others echoed the conventional hostility. Standards were slipping, "especially since 1968". Some of them show great concern about M Haby's "softness" in trying to abolish streams.

On a different tack, there is growing currency in left wing circles for the view that the curriculum is not an ideologically neutral instrument for selecting pupils on merit, but yet another weapon of the ruling class, designed to preserve their position. Not that there are much signs of alternatives. Though the common programme of the socialist and communist parties suggests a "global and coherent" revision of programmes, it leaves aside the key questions of who should define and police them. In that context another current argument, for making inspectors "animators not exterminators", sounds a bit weak.

As the English show signs of reconsidering the totally teacher-made curriculum in favour of some common core, the conclusions from French experience are twofold. We have a great deal to learn on the techniques of describing that "minimum baggage". But that is not to say that one also has to adopt French methods of creation and control. As the no-nonsense M Géminard put it: "*La France est la France*: we all distrust each other."

The English, in attempting to move an education machine which is in different ways as unwieldy as the French, must surely look for a balance, which retains some trust but makes the curriculum public.

(from Ministry of Education *Planned Programmes* vol 1 June, 1976—M Haby's reform)

Pedagogy by Objectives

The general orientation of the law of July 11, 1975, makes it necessary to think out afresh the objectives of education.

Today education must enable pupils not only to acquire certain cultural facts, but should enable them also to acquire methods of thought and action, give them the capability to do particular things and a range of intellectual, manual and social behaviours.

That means a reversal of the usual steps which lead to the construction of programmes. It means, first, fixing precisely the objectives to be attained and, after that, deducing content and methods appropriate to the realization of the objectives. . . .

The Main Objectives

A number of general objectives can be proposed for an educational system. But in today's world it seems necessary to give priority to those which will permit a young person to leave school.

—Able to know his capacities

—Able to know the world in which he lives

—With the skills to be autonomous

—Open to change.

Learning FRENCH

Classes de sixième et de cinquième (first and second years of secondary schooling)

. . . Language is a tool to be used more than an object to be studied. But intuitive practice is enriched by reflection on the practice. . . . The teacher may make use of the following suggestions:

1.—Activities involving informal dialogue:

—Arising from a particular episode or the general life of the class

—In connexion with audio or visual aids capable of generating pupils' personal interests

—In conjunction with texts.

2.—Oral and written expression.

3.—Reading, diction, elocution:

—Training in correct, intelligent and expressive reading

—Reading with one voice and several

—Silent reading

—Rapid reading

—Training in diction

—Improvement in elocution

4.—Familiarization with the constraints of grammar:

—Exercises in the handling of grammatical structures

—Exercises in the identification of functional groups

—Training in the conjugation and use of verb forms

5.—Vocabulary exercises:

—Quantitative and qualitative enrichment, starting with the frequency tables and the acquisition ladders

—Exercises on the classification and origin of words:

—Study of semantic groupings; literal sense and contextual sense; lexical groupings

—Etymological groupings: homonyms, paronyms, synonyms, antonyms

—Systematic use of a dictionary

(*This is followed by a series of instructions about grammar, spelling exercises, and writing/drafting exercises. After this there are outlines about methods of work: "Learning a language is also learning a set of operational skills" and the initiation into a culture "appropriate to our times."*)

From *Hours, Programmes and Instructions Le second cycle long conduisant au baccalauréat du second degré 1975*

Classe Terminale (the pre-baccalauréat year, final year of secondary schooling)

FRENCH

Programme outline

A major dramatic work of the seventeenth century.

A philosophical work of the eighteenth century.

A major poetical work or novel of the nineteenth century.

Poetry, novels and drama drawn from several twentieth-century works.

The teacher has complete freedom to choose the works which seem to him to be best adapted to the abilities and tastes of his pupils.

MODERN LANGUAGES: ENGLISH

Combined programme for the three final years of secondary schooling.

In the first and second years of the three-year course, the texts should for the most part be drawn from British authors of the eighteenth, nineteenth and twentieth centuries; in the final year from American authors.

Teachers are not forbidden to make a start on some American writers during the first two years, or to study a few pages from British authors in the final year class.

In the first of the three years, depending on the level of the class, a few scenes from Shakespeare may be studied.

From *Hours, Programmes and Instructions Le premier cycle 1976*. Classe de cinquième (second year of secondary schooling)

FRENCH

1.—Study of language

—Study and testing of spelling. Revision of verbal forms which have to be thoroughly known.

—Vocabulary study: Increase in vocabulary through the use of exercises: literal senses and figurative senses.

—Independent clauses; the verb in independent clauses. The sentence and groups of words in a sentence. Brief study of subordinate clauses. Agreements. Punctuation.

—Detailed study of the noun. Accompanying words (articles, adjectives). Complements. Substitutes. Pronouns.

—Elementary study of the alexandrine verse form: syllable counting, rhythm, accent, rhyme (these ideas must be taught during the course of exercises and reading, and must emerge from the text being studied).

2.—Applied exercises

—Study of spelling, punctuation. Exercises and dictations followed by sentence analysis.

—Oral study of French, from texts.

—Explanation of texts, both those where the pupils work on their own, and those on which they work at the teachers' direction.

—Learning by heart: diction and dramatization exercises.

—Reading to be done at home which the pupils will have to summarize briefly in class to get them accustomed to expressing themselves correctly and easily.

—Exercises on the different ways of expressing a thought by varying the grammatical form.

—Group oral and written exercises: description and narration. This can lead to texts to be read and commented on.

NB: In all class exercises the teacher must make the pupils express themselves in proper sentences.

3—.Authors

Compulsory

—Short stories and extracts from writers and poets of the Middle Ages translated into modern French.

—Molière: *Les Fourberies de Scapin*.

—La Fontaine: Fables from Books, IV, V and VI.

—Prose and poetry extracts from French writers from the seventeenth to twentieth centuries.

—Victor Hugo: *La Conscience, Le Mariage de Roland, Aymerillot, Les Pauvres Gens*.

—Short stories and prose extracts from the nineteenth and twentieth centuries.

—Alphonse Daudet: *Lettres de mon moulin*.

Supplementary readings

—Short stories and extracts from classical and foreign writers of the Roman period and Middle Ages.

MODERN LANGUAGES: ENGLISH

Pronunciation

Revision of basic sounds, especially the most subtle. Accent and rhythm. Sounds formed by groups of letters. Use of weak forms of language.

Vocabulary

Revision and extension of vocabulary gained during the previous year. Beginnings of vocabulary on: the country, animal and vegetable life, nature; the sea, the sky and stars; journeys; the town and the street; jobs and leisure time activities; the child in the family and at school (it would be wise not to give more than 600-700 new words).

Grammar

The idea of complements. Deeper study than previous year of pronouns, relative adjectives, questions, indefinite articles. Subordinate clauses. Tenses and modes. Greater study of auxiliary verbs. The passive.

Oral expression

Training in all forms of oral expression: conversation, recitation, singing, reading. Readings in which the teacher is to explain the vocabulary and grammar and to give a simple commentary in English.

Written exercises

The same as in the previous year, but more complex.

Authors

Simple original texts from the best authors. Adaptations. Brief readings.

Scholarship, or propaganda?

Julius Gould argues that the Marxist bias of a major Open University course constitutes a disservice to its students

The Open University is particularly "open" to comment—both positive and negative. No one doubts its importance as an educational experiment, or the richness which, along with many forms of continuing education, it can bring to the lives and careers of men and women who, for whatever reason, have not trodden all the other roads to university education.

Its publications and course materials—both written and visual—are very much in the public domain. Often published in association with commercial publishers, their text-books reach a wide and varying readership, and not only in this country. They carry, as do the publications of any university, something of a seal of academic approval—even though no one would suggest that every sentiment expressed in such publications is the "official" view of the university.

Understandably, therefore, it is a matter of public interest when some of that output appears, as it did to a Sheffield university teacher and OU course-tutor, Mr T. Noble (*Sesame*—the magazine of the Open University—June/July, 1976) to contain "ideological distortion . . . propaganda masquerading as scholarship" or, in the words of Dr Hugh Freeman ("Is there a Marxist bias in the Open University?" *The Times*, December 10, 1976) to consist "merely of dogmatic political statements, on the assumption that everyone accepts Marxism as desirable and true". To the extent that this is so—within courses in the field of educational and social studies—we are faced with a cultural-political phenomenon of some importance.

Again, when we recall Professor Antony Flew's strictures on the sacrilege of knowledge—so assiduously propagated in Open University texts in the educational field—there are other cultural issues which are just as disturbing. Professor Flew, it may be remembered, argued (in his recent book, *Sociology, Equality and Education*, that the new sociology of education, concerned with ideology and the curriculum, as "an anti-educational activity . . . incompatible with basic presuppositions both of science in general and of the social sciences in particular."

These strictures are all recalled by the material offered by the Open University course E202 ie *Schooling and Society*. The course falls into six blocks—Block one—*Schooling and Capitalism* (with this article is primarily concerned), Block two—*The Process of Schooling*, Block three—*Knowledge and Ideology in the Curriculum*, Block four—*Processes of Selection*, Block five—*Culture and Class*, Block six—*Alternatives*.

It appears that the course opens with 50 hours on block one—and concludes with 20 hours on block six. Block six, by the way, "looks at recent proposals for the reform and adoptation of the present educational system and contrasts them with more far-reaching demands for fundamental economic and structural changes in society as a whole": and the review of the whole course at the end of that block is to be by Stuart Hall, now at the Centre for Contemporary Cultural Studies at Birmingham, and one of the founding fathers of the *New Left Review*.

There is now a reader available for the 60-hour stint on *Schooling and Capitalism*. It consists of an introduction and 25 readings. If the editors have the first word—as is their privilege—they considerately allow others to conclude the volume—with extracts on "Consciousness and Change" from Raymond Williams, Herbert Marcuse, Antonio Gramsci and Paulo Freire. These latter writers offer what the editors call a "note of optimism". That is as maybe. But a note of optimism will seem overdue to the student who gais that far. What precedes it is a sustained and depressing concerto.

The contributions to the book are united by one central over-riding theme—that of hostility to what it calls "capitalism" and to the "liberal ideology of education" which, its editors announce, is intimately linked with "capitalism". Lest there be any doubt about their assumptions, the editors inform us in the second paragraph of their introduction:

> Under a capitalist mode of production there is an unequal distribution of power. It is therefore in the interest of those who hold power to ensure the perpetuation of capitalism.

There is no mention here of the inequalities of power under *non-capitalist* "modes of production", or of the "interest" *non-capitalist* power holders simply have in ensuring that their power-base is perpetuated. Comparisons with non-capitalist societies are excluded—when is included is a taken-for-granted case that it is objectionable for power to be "unequally" distributed and that allegedly capitalist forms of such "inequality" are specially shameful or shady. These are the tired commonplaces of Marxist polemic—and one hopes that when its students argue about those commonplaces they will not be regarded or treated as deviant cases, dupes of the capitalist system to be made healthy by the reiteration, or regurgitation, of their teachers' simple wisdom.

The editors go on to describe certain assumptions in the "liberal ideology of education"—about which they and their authors are deeply suspicious. One is that "schooling critically affects the level of economic growth and social progress through its link with technology". I would certainly accept that the links between education and economic growth are subtle and often paradoxical: I would accept, too (any, argue powerfully) that many pundits, in recent decades, have deceived themselves and others about the nature of these links. But it is far from clear that such links do not exist—nor is it clear that they exist only under "capitalism" and its twin ogre "liberal ideology".

The second "liberal" assumption is that "equalisation of educational opportunity" is "capable of overcoming . . . the unfair distribution of life chances . . . to the benefit of both society and the individual". The bogy here is, of course, meritocracy. Again optimism on these matters may have outran possibilities—even though the wicked "liberals" may have, in fact, been less concerned with the revolutionary aim of "overcoming" unfairness than with simply narrowing its scope. This, it could be claimed, was, and remains, an excellent aim—even if it does not produce the revolutionary (or any other) millennium.

Before I turn to the third of the unwelcome "liberal" perspectives, let us look at the alternative offered by this reader to the two we have outlined. First there is a clear argument, undeniably Marxist in character, that "social relations of production" under capitalism "determine the nature of the technology"—and hence the kind of education that is offered. Furthermore it aims at producing "particular types of people . . . the sort of personalities attuned to working contentedly under that mode of production". The editors spend no time in discussing the notorious difficulties of the Marxist theory of "determinism"—again we hope that its students will not swallow or treat with undue deference this alternative to "liberalism".

But leaving aside this debate over Marxism (in which, whether they like it or not, the students have by this stage become involved) there are a few other simple questions which should arise. What kinds and levels of education are we hearing about? If it is *basic* education, then only kind of modern society will seek to invest the skills of numeracy and literacy. These skills are not only life-enhancing in Detroit and Birmingham: they are life-enhancing in Moscow and East Berlin. A sardonic but realistic observer of English education may even find that it has not "produced" enough literate or numerate persons. Ha might, furthermore, argue that success in teaching these subjects has nothing to do with the prevailing "relations of production" but with the diligence and capacities of those paid to teach them.

Again, there are vast areas of "further" and "higher" education ranging from the study of Sanskrit to the study of engineering, chemistry or anatomy—in which students face a similar body of knowledge and tasks in no way "determined" by the mysterious "relations of production" about which we are insistently reminded. Of course, this volume is highly sceptical about "objective bodies of knowledge", and finds grounds for its scepticism in examples drawn from sociological and psychological studies: but even if those studies were as deformed by the "relations of production" as we are invited to believe, it would still not follow that the deformation runs right across the board and is determined (i.e, *must* exist). Only people cocooned in the self-justifying web of Marxist faith should leap to that conclusion: it is no part of the business of the Open (or any other) University to pass off that faith as scientific truth, even when individual teachers (or departments) may find that faith either appealing or soothing.

I also question the sweeping simplicity of the complaint that education functions to produce "the sort of personality attuned to working contentedly" under the reigning "relations of production". It is by no means absurd for education to have such a function (least in a society as diverse as the United States) quite properly include the rules of the social game—among other things. No doubt (especially in any non-socialist society) we love the rules for changing the rules of social game.

Mr Knrier's critique is entitled "Ideology and the quest for orderly change"—and this "liberalism" which seems to be the major Aunt Sally of the volume. In that distinction with "Liberal" denounced in another extract (Reading on Public Criminology by Ian Taylor, Paul Walton and Jack Young) for its leading "conceive of the possibility of social dissent or refusal": and with biological psychological determinism dismissed several other contributions, at times in or tones in terms of mounting excitement.

What is at issue is not whether a viewpoint has a place in courses of this kind or in the wider teaching of the society. Let us have an Pavlovian-reflex about McCarthyism and reds-under-the-bed. I have myself discussed that viewpoint in my university teaching for nearly 30 years—and given full weight to its contribution in the field of social and economic thought. The scholarly work, for example, of Dobb, Sweezy, Genovese or Christopher Hill or E.P. Thompson shows the relevance and the limits of Marxist procedures.

The Open University. Block on *Schooling and Capitalism* seems, however, to be a horse of a very different colour. Placed at the beginning of the course of study, it preempts, via its concepts and its models, the attention of its students in the area of into perspective without an adequate discussion of alternatives: Open University students are often hard-pressed by their tutorial work, to their credit, under conditions of greater isolation than is customary at other universities. When challenged on this conception in relation to other Open University Courses (e.g, D302 *Patterns of Inequality*) fairly standard defences are offered: the use of the teaching techniques and of the use of the comparative method.

One defence is that more comprehensive perspectives are to be presented later in the course—forthcoming offerings by Sir Keith Joseph and Lord Bluka are held up as barriers against undue "left-wing" bias. Whether these—and other—"antidotes" will bring, will weigh more than the Open University's own material with prospective consequences is, I would suggest, a matter for conjecture. Another defence is to claim that a single block or course can cover everything—and that the authors of criticised texts focus on Britain (or the United States) or the USSR (or Albania) because of students' preoccupation or their own areas of expertise. A blanket defence is to say that Marxist offerings are only one "tiny" part of all offerings: that in some course there is a diet of Keynesian and Wittgensteinism. . . .

But it is not the proportion of Marxist all offerings that is questioned: no one seems to find Marxist presentations is excessive: rather, it is argued, the theory of numbers or in physics. Nor can the political and social implications of Marxism be so easily brushed aside by easy comparisons with the weight accorded to other thinkers. These defences—however ingeniously formulated or reiterated—dissolve in the anxieties that motivate the criticism. The anxieties hang on this central question: how service is rendered to a student by being up, early in a course of study, a model of virtuous, non-problematic Marxism when to do they themselves take so much for granted? form of social grievance and alienation be so readily projected? Why not allege that this procedure—now visible to students—is a disservice both to the university and its students.

"The New Sociologists of Education are vigilant about other people's curricula to sniff out matters that are 'taken for granted'. Why do they themselves take so much for granted?"

Every pattern of contentment (however patchy) contains some admirable features: it would be eccentric to hold that patterns of contentment are all, for some reason, to be deplored. I myself see many such features associated with the "liberalism" and the market economy so disliked by this reader. It would be nice to know what patterns of contentment the editors find valuable in non-liberal, non-capitalist societies.

I turn now to the third characteristic of liberal thought on education which the volume attacks. It singles out as a fault within the liberal tradition that it "presents both culture and schooling as politically neutral forces for social change". This, for the Reader, is a flaw as well as a fault. For, in section three of the book's contents purports to prove:

> The idea of equality of opportunity, the drive to establish a meritocracy based upon ability, while compensating those deprived of opportunity to participate in the movement towards upward social mobility are shown neither to threaten nor to replace the essential economic structure of society.

Well, well. Leave aside the ambiguities of the little word "essential". Just think—as one hopes a university course encourages one to think: why should the educational process "replace"? Why should those who fall to undertake, or undertake, these tasks be viewed as failing in some solemn duty? The New Sociologists of Education are vigilant about other people's curricula—to sniff out matters that are "taken for granted". Why do they themselves take so much for granted? Socialist grievances about economic structures are certainly social facts—but, in a free society, they need not be elevated into fundamental truths in the science of man.

These, alas, are not the only political judgments that are accorded special status in this volume. The brunt of the attack is towards liberalism as a support for social control linked to the "controlling" aspects of the "hidden" and overt curricula. In the United States "Enlightenment" for social control . . . education of the individual was sacrificed for the greater need for social control and security." Once again we are locked into an either/or—little attention is given to the fact that education may be least in a society as diverse as the United States) quite properly include the rules of the social game—among other things. No doubt (especially in any non-socialist society) we love the rules for changing the rules of social game.

Julius Gould is professor of sociology, Nottingham University.

Emblems of life

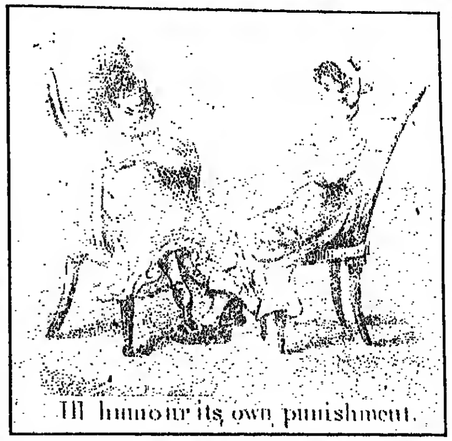
Asa Briggs on a study of nineteenth-century iconography

Prints and the People 1819-1851. By Louis James.
Allen Lane £7.50. 7139 0778 9.

Even during the struggle for working-class literacy, when every word mattered, pictures mattered. For this reason alone much of the talk about the impact of iconography in the twentieth century lacks historical perspective.

Louis James, the author of this interesting new book, has already contributed to an earlier book, *Fiction for the Working Man*, a whole range of forgotten early nineteenth-century literature. In this new book he turns to broadsheets, pamphlets, ballads, verse, newspapers and periodicals as well as books, and includes a very large number of pictures which will be completely unfamiliar to most of his readers. He cannot be called "ephemera" because they deal with recurring themes. Some of them, indeed, get very close (in a different social and cultural setting, of course) to the Labour Party's recent controversial party broadcast.

For the most part, Mr James looks backwards rather than forwards, relating early nineteenth-century popular iconography, for example, to John Bunyan's *Divine Emblems*. He shows, though not in detail, how allegorical traditions began to fall in the 1830s and 1840s, cling trade union use of portraits and scenes of industrial life in their emblems. The chronology he offers is rather too blurred, and he notes rather than takes full account of the separation of middle-class and working-class interests after 1832. Peterloo is dealt with more fully than Chartism.



Ill humour its own punishment.

A stipple engraving from Whim and Contradiction; A Tale for Young Persons, *by "E.N.", c. 1815.*

His references to the influence of developing technology are sound, but there are places where his Marxist analysis attempts more than it provides. The few pages on "the modality of melodrama", for example, lean too heavily on an article by Wylie Sipher in the *Kenyon Review*, "Aesthetic of Revolution: the Marxist Melodrama". Far more research needs to be done on the early Victorian theatre before sweeping generalizations can be made.

In these first introductory chapters, highly readable and excellently illustrated, Mr Jones reveals many of his own special interests, particularly in the changing relationships between superstition and conviction. His first chapter is called "Music into Print", and we never lose the magic. His third is called "Time and the Popular Almanack" and cunningly brings Old Moore into the unfamiliar pages of a history book. Incidentally, Mr James informs us that *Old Moore's Almanack* still sells over a million copies a year in the 1970s.

The second part of his book is an anthology divided into six sections. The first, on work and entertainment, covers much of the ground recently trodden by Martha Vicinus: the poetry dominates here. The second, on religion, devotes as much space to the critics of Christianity as to its disciples. The third, just called "admonitory", starts simply with health injunctions, polite or drastic, and ends with the comprehensive order "Be Something". The fourth, closely related in mood to Mr James's introductory chapters, consists of "fables", starting with the "Wonderful Adventures of the Seven Champions of Christendom" and ending, appropriately, with "Grand Political Pantomime".

The fifth lingers on "crime", an increasingly attractive subject for young social historians, while the sixth focuses on "heroines". They obviously have to be given pride of ending for the sake of melodrama, with Victoria crowning the book as the Star of England; given the other contents, there is irony rather than melodrama here.

The anthology as a whole is highly selective but extremely absorbing. It shows how far labour history has moved in recent years from its once sole moorings. Much that would have been pushed aside 30 years ago as irrelevant or improper has now been picked out again and put into position. As a result, continuities of a neglected kind can be traced not only into the world of late nineteenth-century labour politics but into the twentieth-century world of television and advertising. I wish that Mr James with his interest in human credulity had devoted more space to the last. He quotes, however, in his fables section, the story of the origins of Holloway's ointment with all its wonder-working properties and he includes also a picture of an advertisement for Parr's pills showing Old Parr, at least as remarkable a character as Old Moore, at the noble age of 152 years. The head might have come from a seventeenth-century broadcast.

Mr James is a multi-media historian and does not leave sound out of his story. He notes, for example, how James Catnach was said to have kept a fiddler on hand to hear how a ballad sounded before buying it in print and how a "band" was said to have been punished for merely whistling the tune to a song by the Sheffield radical poet, Joseph Mather. It would have been interesting to have been presented with a fuller account of the relationship between London and the provinces both as far as the iconography and the singing were concerned. In sport some curious continuities have certainly survived both in the capital and outside, and there is a vivid account of "the Derby Foot-Ball Play" which has almost a topical note about it. Bullbaiting and, presumably, Wednesbury cocking belong to history.

The admonitory section suggests that there were benefits to be derived from illiteracy, a point made by Mrs Harris to Mrs Trueman in an early religious tract. "There's my good man there, he can't read a letter, and there can't be a fonder husband, nor a better father, nor a kinder hearted man than he is." In the twentieth century he could have had television as well.

Experimental pot-pourri

Charles Clasen on two new theories for education

Meeting a Community of Inquiry Conflict, Collaboration, Transformation. By William R. Torbert.
Routley £5.50. 471 01655 1.

Curious: New Perspectives in Educational Theory. By R. A. Boldkin.
Routley £5.50. 471 40220 G.

Near the end of his book, William Torbert, Associate Professor of Organizational Behaviour at the Harvard Graduate School of Education, admits that he has written a "prospectus for the future".

Observing how schools are operated as though students study and about "real-life" problems in a vacuum—ignoring the real life they are in the school, he aimed "to create a school in which both classroom and community would be a site for immediate experimental inquiry about the same issues that are to be studied in the academic curriculum". The tale of two 6-week summer schools which attracted for 60 or more largely "ninth-grade kids from New Haven provides many hilarious and growing episodes of the application of this idea. But this book is more than these—another account of an experimental school. It offers follow chapters reflecting upon experience of the project which propose a model of the development of organizations' structures, development, and the outline of a new, nascent science: the psychology of action.

The organizational study leads to the presentation of a new theory of organizational development, which includes bureaucracy as less developed and several more complex forms of organizing. The predominant organizational form of modern society, bureaucracy, creates a fixed set of roles as goals, rules, authority and community, which crystallize and do not permit adaptive structural development, only the perpetuation of predefined forms. This is comparable to the adolescent's striving to master the rules and roles of society but leaves no scope for the subsequent striving to fulfil creative destiny of the individual. Torbert asks how our culture can transcend itself unless it is by adopting more creative and open organizational structures, analogous to the higher stages of individual development—and it is here that his prospectus for the future is developed.

Torbert's title indicates his method. Confusion and uncertainty promote conflict and this must be changed into understanding through collaborative inquiry. At times when material and social structures are so unstable and in need of transformation themselves there is a logic in starting with the individual and giving priority, as Torbert does, to "self-directed learning".

The costs of this approach in terms of continuous personal confusion, of living in "a hectic, oscillating, ambiguous, emotional quality" are richly illustrated in the narrative, and provide a graphic antidote to anyone carried away by theoretical sympathy with his aims.

The theoretical aim of Torbert's approach suffers an extreme test at the hands of the hard cases selected as students. The proposals arguing the need for developing organizational structures for society rest on the same principles as those which guided the school experiment, and which exist within the future potential of individual development. The painfulness of this self-initiatory process provokes awe at the thought of the traumas through which our society will have to go if it is to emerge from collective adolescence to adulthood.

Torbert admits failures candidly, yet the massiveness of success or failure cannot detract from the profound appeal of this book as a more authentic and creative approach to education. Nor can it detract from the need for teachers with the vision and stamina to abandon the crutches of rules, sanctions, and syllabus, and to work for the future through collaboration with their students.

John Hodgkin, lecturer at the department of educational studies, Oxford, similarly proposes that "secondary education will become (human) frontier oriented rather than fact oriented". His study complements that of Torbert by reminding us that self-directed experiential learning has to be accompanied by the acquisition of abstract modes of thought which alone foster articulate expression (and hence a contribution to cultural rather than individual development), and offers a model of the stages of development of these modes of thought. Though this book is aimed at teachers who wish to deepen their understanding of education, I can only declare as one of that company that it succumbs to little more than an academic digest of fashionable theories from a range of disciplines, an intellectual potpourri nourished by the core of "real life" experience and humour of Torbert's book and lacking the sure level feeling of his theories being grounded in reality which this entails.

Both books reject attitudes which permeate our educational system and prevent its transformation: that knowledge is a static body of facts rather than a starting point for enquiry, that teachers "know" and that their students are considered educated as soon as they "know" enough to play a role in society—at which point learning education stops and learning ceases, and that education still seeks largely to maintain the material status quo as though this is the only one of man's needs.

Torbert's book will be read and valued by teachers who are worried by the need of our culture to transcend itself, by the role of schools in this task—and who are prepared to do something about it. Hodgkin will be read by those who like to play with ideas and tell others about it. I fear it is the latter reader rather than the former that will bolster the syllabus of trainee teachers.

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The great debate

H. C. Dent

Oxford Review of Education. Volume two, number three, 1976, and Volume three, number one, 1977 (special double issue).
£8.00 annually (three issues a year). Available from Carfax Publishing Company, Haddon House, Dorchester-on-Thames, Oxford OX9 8JZ.

"Until recently the major function of the history of education", writes Dr Charles Webster, Director of the Wellcome Unit for the History of Medicine, Oxford, in his paper introducing this collection of essays, "has been to familiarize intending teachers with notable steps in the development of the modern system of public education".

If one accepts that statement, one must agree with Dr Webster that the approach to the writing of educational history which it implies is too narrowly vocational; and therefore welcome the task of reading his and the 10 following essays in this extended number of the *Oxford Review of Education*, since their purpose is to demonstrate an approach which is "widening the horizons of the history of education".

The criticism their authors make of the traditional history of education is pin-pointed by Professor Harold Silver, of Chelsea College, London University, when he declares that most of what has been written about popular education in the Victorian age offers:

few or no real clues as to relationships in schools, their role in the community, or as to the social structures and processes, controversies and changing ideas and assumptions, in which education was intricately involved.

The educational historians represented in this volume believe that their "broader outlook involves reference to all means employed by the community for the socialization of the younger generation". In the words of Mrs Joan Simon, whose 1970 book on *The Social Origins of English Education* broke entirely new ground: "it is no longer possible to maintain the traditional division between formal and informal modes, schooling and upbringing in childhood or the equivalent in the activities of later life."

Or, as Dr Webster says, "schools can only be properly understood if they are studied as part of the more general framework of education".

Not all these essays traverse so broad a field. Mr Norman Morris, of Manchester University, writing about Robert Lowe's Revised Code, confines himself to its financial aspect. Two fascinating glimpses of European education: in "Nineteenth-century Brittany", by Robert Gildea, St John's College, Oxford, and "Of the educational policy of the Social Democratic Party in Germany between 1906 and 1922", by Ian C. Wilson, deal almost exclusively with political conflict, largely between Church and State.

Other essays illustrate more fully the broader approach. Steven Shapin and Barry Barnes, of Edinburgh University, explore British pedagogical writing between 1770 and 1850. Professor Thomas Laqueur, University of California at Berkeley, the cultural origins of popular literacy in England between 1500 and 1850.

Carol Dyhouse, of Sussex University, recounts the attempts made in England between 1890 and 1920 to bias girls' education, especially in the elementary schools, towards domestic subjects and mothercraft, and the anxieties caused by these attempts. Ian Inkster, of the University of New South Wales, analyses the various origins, social composition, functions, activities, and causes of decline, of the Mechanics' Institutes in England between 1820 and 1850.

Professor Martin Kaplan, of Emory University, USA, summarizes the criticisms made of the reports of the Carnegie Commission on Higher Education 1967-73—"the most thorough investigation of education of any type, in any nation, and at any time in history"—and considers why it omitted answering "the most important questions": what to educate for, and how, and why?

Whatever their subject or scope, these essays are all intrinsically interesting and valuable. They are all scholarly works, and most are extensively documented—and therefore require for their full understanding considerable background knowledge, both educational and historical. All, happily, avoid the danger, noted by Webster, to which a broad approach is especially prone, of diffuseness, either by ranging over too wide a field, or getting bogged down in a morass of detail.

By the discussions they should incite, they could make a helpful contribution to our current "Great Debate".

Borderlines of fiction

Kenneth Cripwell on the African novel

The Bride Price. By Buchi Emecheta. Allison and Busby £3.50. 85031 165 9.
Survive the Peace. By Cyprian Ekwensi.
Heinemann £3.75. 435 90644 5.
Sunset at Dawn. By V. Chukwuemeka Ike.
Collins Harvill £3.50. 00 261807 9.
The Great Ponds. By Elechi Amadi. Retold by John Davey.
Heinemann 45p.

Four novels, all by Ibo writers, are concerned in the main with Eastern Nigeria. One deals with a period just before independence, two with the civil war and the last with precolonial or even prehistoric times.

The best of the bunch is *The Bride Price* by Buchi Emecheta, a cautionary tale set in the 1950s. A young girl who loves her father has to return with her mother and younger brother to her family's home village. There her mother is "inherited" by her father's brother. She is allowed to continue her education begun in Lagos but only because this will enhance her bride price to be paid to her "father". She falls in love with her schoolmaster, a young man with some education and prospects of going on to university. But marriage is out of the question. He is the son of a slave who, like many, were given to the missionaries to appease them when they opened schools. Marriage with him would be against all the taboos of the community.

However, when Aku-nna begins to realize what is expected of her as a bride after a frightening abduction, she rebels and escapes with her lover, Chike. But is it really an escape? Her offences against the customs of her people which clash with the values she and Chike have acquired from their contacts with Western ideas seem to follow her remorselessly and the story ends in tragedy.

Throughout the novel, the author exhibits a great sense of control over the story and its elements, giving the reader a sharp picture of the place of the woman in Ibo society of the time.

In *The Bride Price* there is no strain in the dialogue; it is English without any attempt to base it on a translation from Ibo. This is something that cannot be said about the next two novels. Both of them suffer from the fact that English has to serve for English, Pidgin English and Ibo. These different forms of English often represent specific social settings and need to be carefully handled. In both novels the translation of Ibo is unsuccessful because it is so unnatural.

Of the two, Ekwensi's novel is the more successful. He was a broadcaster during the Biafran war and the book is clearly based on his own experiences.

It tells the story of a radio broadcaster, James Odugo, as the war ends and peace is proclaimed. The narrative sputters like a firecracker from one climax to another in the traditional style of the picaresque novel. Odugo's marriage breaks up and he forms liaisons with two other women. There is a well-drawn vignette of Samson who dies in a battle after the war has officially ended. His brother Captain becomes the preacher of a new religion. The madness of peace in Biafra is contrasted with the materialism and indifference of Lagos. The book ends with Odugo knowing that he must make a contribution to peace but what this is never emerges as he is killed in a senseless roadblock incident. This is not an even novel, but it is one with a great sense of conviction.

Sunset at Dawn is a self-conscious piece of writing. The official story does not seem to be fully integrated with the fictional story and neither element is sufficient in itself to hold the novel together.

Despite the fact that Ike, like Kanu in the novel, was in charge of refugees and on the Biafran side throughout the war, he shows little concern here for either his characters or for the situation in which they find themselves. Ike has shown in his previous novels that he is able to use humour and satire well, but against the cataclysm of civil war these elements need careful handling if they are not to become extremely irritating.

The final novel of the group is an adaptation by John Davey of a novel by Alechi Amadi. It is part of a series of books intended for the EFL/ESL market and, possibly, for the remedial market in this country (other authors in the series are Steinbeck, Galsworthy and Dickens).

But is it good enough? The original novel deals with the relationship between human beings and the gods. The narrative is important only in what it has to say about this relationship. In adapting the novel most of the sensitivity in terms of character and dialogue has disappeared leaving only a rather pointless story. It is more likely to turn readers against novels from overseas than to attract children and adults in this country to a fuller knowledge of the African novel.

A source to be tapped

Sinclair Goodlad on voluntary work

A Chance to Serve. By Alec Dickson, edited by Mora Dickson. Dennis Dobson £4.25. 234 77888 1. £2.50. 234 72022 5.
Young People as Volunteers. By Mog Ball.
The Volunteers Centre (29 Lower King's Road, Berkhamsted, Herts) £1.00.

One peculiar characteristic of modern society is the increasingly rigid division of work into specialized tasks, with a jealous guarding of lines of demarcation which makes it difficult for anyone to offer help to anyone else without a professional licence, or a union card, for doing so. Fortunately, this is counter-balanced by the spread of volunteering. These two books respectively give a lively impression of the theory and detailed practice of volunteer work.

A Chance to Serve is a personal and intellectual biography of Alec Dickson, founder of Voluntary Service Overseas and of Community Service Volunteers, and acknowledged in the United States as father of the Peace Corps idea. The many thousands of people whose lives have been touched and enriched by this extraordinarily charismatic man will value the initiative of his wife, Mora, who has edited many of his occasional papers into a superbly readable chronicle of his thinking as influenced by his experience as a journalist, as an army officer in wartime East Africa, as founder of Man O'War Bay training centre, as head of a UNESCO mission, as smuggler of Hungarian refugees, and in particular as battler with bureaucracy in founding volunteer organizations of international repute.

One would have valued more detail in some places (about the rift with VSO, for example) but the book is principally valuable as a history of ideas in volunteering—Alec Dickson always moving on from established bases to be ahead of opinion.

Young People as Volunteers is a study, based on some 200 interviews, of how volunteering operates in practice. Although the principal findings are somewhat submerged in the detail, Mog Ball's report gives an admirable account of motivation, recruitment, induction, work, impact, support, wastage, and organization in volunteer organizations using young people. Mog Ball shows how well-thought-out jobs attract volunteers, and she offers abundant information about tasks carried out by school children. Her interviews also reveal many of the difficulties of running volunteer activities smoothly. Teachers are often desperately overworked and are given no time to make appropriate placements or to attend to the necessary administration. Insensitive and inflexible organization in receiving agencies (such as hospitals) can also lead to problems.

Mog Ball shows how volunteering seems to satisfy basic needs of young people for a sense of belonging, of importance, of esteem, and of worthwhileness; it can give them ideas for a choice of career, and can provide admirable roughage for academic reflection. Why, then, is community service not built into the curriculum? Characteristically, Alec Dickson has been advocating this for several years. When huge resources of people and equipment are locked up in educating institutions, it would seem an obvious expedient to promote study through direct practical service to the community. Endless opportunities for service present themselves, particularly in the area of personal care of the old, of the mentally and physically handicapped, of younger pupils (through tutoring), of the physical environment.

Alec Dickson's concern to create "a social climate of venturesome initiative" involves an imaginative shattering of the traditionally conceived, and limited functions of social institutions. *A Chance to Serve* illustrates, with copious vivid quotation, how his strategic thinking about volunteering has evolved. *Young People as Volunteers* shows at the tactical level how some of the ideas can be applied.

Clash of cultures

Three Short Novels from Papua and New Guinea, by Benjamin Umba, August Kituai, and Jim Baital. Edited by Mike Greicus. Longman Paul £2.60. 582 71437 0.

All three of these novels are concerned with the contact between the tribes of Papua and New Guinea and Western civilization leading to independence. Essentially the clash of cultures is the basis for the narratives, much in the same way as the early writers in Africa tended to restrict their writing to this topic.

Umba's novel is based on traditional oral narratives and deals with the first contacts with the West about 40 years ago. Kituai tells the story of the young man leaving his village for the towns. Baital deals with the future after independence.

The settings are refreshingly new but the stories themselves are not exceptional. There is an overall similarity in style; one wonders how much editing was done by Mike Greicus.

K.C.

Among this week's contributors:

Lord Briggs is Provost of Worcester College, Oxford.
Kenneth Cripwell is at the University of London Institute of Education.
Sinclair Goodlad is at the department of chemical engineering at Imperial College, London.
Alistair Wisker is head of the division of arts at the Polytechnic of the South Bank.
David Wright is the editor of *The Penguin Book of Everyday Verse*.

PRIMARY SCHOOLS

Don't miss an interesting *Times Educational Supplement* competition in a weeks' time for children below the age of 12 years. Competitors will be invited to submit their own reviews of any book—fact or fiction—which they have enjoyed or found useful.

Full details about the competition and the prizes will be published in *The Times Educational Supplement* of February 11. They will appear on the second page of the special inset in the TES that week entitled "**Primary Books**".

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Paperbacks

American lights and shades

Redburn. By Herman Melville. Edited by Harold Beaver. Penguin £1.00. 14 043 105 5.
The Science Fiction of Edgar Allen Poe. Collected and edited by Harold Beaver.
Penguin 90p. 14 043 106 3.
Winesburg, Ohio. By Sherwood Anderson. Introduction by Malcolm Cowley.
Penguin 75p. 14 00 0609 5.

Melville described *Redburn*, his fourth novel, as "a thing which I, the author, know to be trash". The novel concerns the development of Wellingborough Redburn from innocence through experience to self-knowledge. His travels take him from New York to the vividly described poverty of early nineteenth-century Liverpool, and thence on a mysterious escapade amid the shocking carry-on of London. On the tragic journey home Redburn witnesses starvation, cholera and victimization. All this undoubtedly derives from Melville's own experiences as a cabin-boy.

But there is more of interest here than either biographical data or Melville's own deprecation indicate. A number of themes emerge which shape the course of Melville's writing career. These include the inevitable gravitation of innocence towards evil; the dual function of a voyage as the basis of narrative and the catalyst of self-discovery; and relationships between men of, on the one hand, inexplicable sudden hatred and, on the other, vital comradeship.

The Science Fiction of Edgar Allan Poe shares with *Redburn* the laudable end, in this case, particularly comprehensive editorship of Harold Beaver. Towards the end of his introduction to this anthology of 16 of Poe's crepuscular tales, Mr Beaver notes that "Poe encountered science as the precise mathematical equation between Truth and Beauty". In other words, Poe was miraculously engendered from the soul of Keats and the mind of Newton and, this anthology claims, became both apocalyptic prophet and pioneer of science fiction.

Poe has always provoked a divergence of critical opinion. He has been cited as the inventor of the detective story and as the major precursor of the French Symbolist movement. Whatever the critical claims and controversies, though, these stories display Poe's hallmarks of variety of effects and his command of detail and exposed-nerve atmosphere.

After a colourful early career, Sherwood Anderson made his way to Chicago and became a writer. This coincided with the discovery in the early decades of the twentieth century that there was a classic American literature which included Melville and Poe as major exemplars.

Writing mostly about small towns and ordinary people in the Middle West, Anderson pitted the instinctive behaviour of his people against the standardization which he believed was inescapable. Undoubtedly this now seems more sentimental, less convincing than it was to his contemporaries.

Where Harold Beaver provides some of the unifying elements for his collection of Poe's stories, Anderson provided his own for the stories in *Winesburg, Ohio*, the book which brought him recognition and influenced many writers including Faulkner and Hemingway. These elements include the common context of a small Midwest town; a central character, the young newspaper reporter George Willard in whom the inhabitants confide their odd states of mind; and the author's gift, as Malcolm Cowley writes in the introduction, "for summing up, for pouring a lifetime into a moment".

These works share no particular critical unity. They are, however, crucial either, as with the Melville, in appreciating the career of the author or, as with the Poe and Anderson, for the insights they give into the development of American literature. They also illustrate the extent to which Penguin Books are enlarging their library of American literature.

Alistair Wisker

Adult's–eye view

Mary Hoffman

Writers, Critics and Children. Edited by Geoff Fox et al.
Heinemann Educational £4.95. 435 18302 8. £1.95. 435 18303 6.

There is no doubt about the writers; Nina Bawden, Joan Aiken and Geoffrey Trease are all the sort of names you might expect. And if the critics sound like the writers all over again, with Penelope Farmer, Ted Hughes, Russell Hoban and Peter Dickinson, there is always David Holbrook to add dough to the leaven. It's when you reach the Children that you begin to get uneasy. Nicholas Tucker? Ken Worpole? Edward Blishen? Whatever hats they are wearing, these contributors can express only an adult's-eye view of the world of children's books.

And they do it very well. Nina Bawden remembers how adults appeared to her as a child, "uncertain, awkward, quirky, dangerous creatures", unlike their fictional counterparts. This writer comes over as a clear-sighted and uncompromising little girl who must have been uncomfortable to have around. Joan Aiken is a bit of a bully. After cataloguing the items, culinary and otherwise, which you might come across as bookmarks in her own children's favourite literary passages, she comments: "I'm afraid our books get treated with love rather than respect". So sucks to any reader who loves tidily.

Russell Hoban has a nicely turned essay on Robin Hood as an emblem of the youthful outlaw self who eventually knuckles down to law-abiding existence with the return of the king, or rightful authority. But he regrets rather than endorses the myth, having a natural, shareable preference for the green world of misrule. Strange then that Hoban's own children's novel, *The Mouse and His Child*, should end with the conversion of villainous Manny Rat and the re-assimilation of the tattered wind-ups into the world of suburban dolls' house.

Many evergreen controversies of children's literature are present in this volume: the criteria by which award-winners are judged in Dominic Hibberd's attack on the Carnegie panel, the uses of violence, touched on by Penelope Farmer and come down on like a ton of bricks by Holbrook's essay on C. S. Lewis's Narnia books. Is it better for children to be reading something, however bad, than not reading at all? Peter Dickinson's *A Defence of Rubbish* gives a definite affirmative.

The book is a collection of articles which have appeared in the journal, *Children's Literature in Education*, over the last six years. But the essay which makes it worth buying just for its own sake is a new one, "Myth and Education", written by Ted Hughes specially for this collection. There is a danger that the rest will dwindle into insignificance beside these 18 pages, so well written and soundly argued. Hughes tackles the imagination as intersection of inner and outer worlds in a coherent and satisfying argument that it would be butchery to summarize.

The last section, on the uses of literature in schools, is the least enjoyable to read but the one that teachers might find the most productive to argue with. The whole collection provides a helpful *terminus a quo*, with encouraging signs that the journey through children's literature gets a little less comfy as we gain a better idea of where we are going.

Unravelling the magic

David Wright

Coleridge's Poetic Intelligence. By John Beer.
Macmillan £8.95. 333 21312 2.

Dr John Beer is perhaps the best living Coleridge scholar. His new book, as might be expected, is a valuable contribution to the unravelling of Coleridge's thought, and the reading that guided it. Dr Beer particularly emphasizes the early and fundamental influence of the German mystic Jacob Boehme on Coleridge's speculative ideas. As he points out, Blake and Coleridge—whose thinking had remarkable affinity—were the only English writers of their time to mention Boehme with respect. It was Boehme who led Coleridge towards rejection of the eighteenth-century mechanistic view of the universe, towards an organic and vitalist concept of the world as a living world, and to a belief in the correspondence between man and nature; to the philosophic blueprint, as it were, of Romanticism.

Dr Beer also underlines Coleridge's interest in magic, and his notion that some of the elements of traditional magic lore could be relevant to the understanding of human nature. By juxtaposing contemporary scientific observation and theory with the beliefs of the ancients, Coleridge gained valuable insights.

Hence, for example, his interest in animal magnetism, hypnosis, and mesmerism. And, as Dr Beer demonstrates, Coleridge's ubiquitous curiosity and philosophic speculations have their flowering in his poetry, in particular the three magical pieces, *Kubla Khan*, *The Ancient Mariner*, and *Christabel*. Dr Beer is equally illuminating on other influences on Coleridge's thought and imagery—his friendship with the scientist Humphrey Davy, for example. That other fruitful relationship between Coleridge and William and Dorothy Wordsworth is efficiently reexamined. If Coleridge taught Wordsworth to think, in their turn the Wordsworths taught Coleridge to see.

This is, however, a difficult book, best fitted for specialists and scholars. Those whose bias is for philosophy will be more taken with it than those concerned with poetry alone, though in the case of Coleridge the two are inextricably involved—which, in the main, is Dr Beer's thesis. But one of the kites he flies—a suggestion that elements of Dickens's *Christmas Carol* may derive from *The Ancient Mariner*—soars a trifle too high for me. And I wish that Dr Beer had found it possible to express himself at times in clearer prose.

Here is a sentence that I tripped over and hurt my head with: "But it is hard to believe that in 1797 he [Coleridge] would have allowed himself to work so deviously in writing a serious poem [*The Ancient Mariner*] as to present an exoteric moral which he meant to be totally subversible once critical attention was given to the poem's contents."

Another complaint I must make concerns the notes. Dr Beer quotes copiously, appositely, and well. It is therefore exasperating to find that, unless one happens to be reading his book in some first-class university library or its equivalent, few of the quotations can readily be traced. Passages from Hazlitt, for instance, are identified not by the title of the essay or book in which they appear, but by a reference like this: HW xi 18. That is, volume xi, page 18, of P. P. Howe's 21-volume edition of the *Complete Works of William Hazlitt*. Quotes from Wordsworth et al. are similarly identified, not by titles of poems, but by page numbers of a specific edition of the books. Maddening for anyone with only a common or garden Hazlitt or Wordsworth etc. on his shelves. Let this not become standard practice.

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General Editor: Tony Howarth

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Olive Christensen

This is a brief and thorough text book covering all the theory and practical work demanded by the various examining boards. Topics include a very full section on textile study, with others on the care and repair of clothes, but the bulk of the book consists of explanation of the techniques of dressmaking and embroidery.

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Children's literature

In and out of the workhouse

Shirley Toulson

If I Survive. By Patricia Miles. Hamish Hamilton £3.25. 241 89458 1.
Ask Me No Questions. By Ann Schlee. Macmillan £3.25. 333 19907 3.
Silver Everything and Many Mansions. By Winifred Cawley. Oxford University Press £2.95. 19 271389 2.
Shiva's Pearls. By Harriet Graham. Hamish Hamilton £3.25. 241 89423 9.

It is common enough to find good adventure stories made out of the great events of history; but it is much more satisfying to read those that are built around the lives of ordinary or even very poor people and which manage to convey the daily experiences of other times.

Patricia Miles is adept at such story telling. Her first book, *Nobody's Child*, was acclaimed by Leon Garfield, and she has stayed in the eighteenth century for her second. *If I Survive* is based on the true account of an elderly and much married English lady, whose fourth husband, the Irish Colonel Maguire, kept her imprisoned in his house for 20 years, because she would not hand over her jewels. History relates that she was befriended by a poor peasant woman and her son and with their help smuggled the jewels out of the country.

Mrs Miles has imagined the son's story, as he journeyed with the precious package from his Irish cabin, first to London and then to Mrs Maguire's family home in Hertfordshire. Rory starts his journey as a stowaway on a collier bound for Whitehaven. From that town he sets out to walk the 300-odd miles south to London. For companion he has Moses, a Lancashire orphan who befriended him on the boat. Both lads are on the run: Moses from the officials of the poor law administration, who have separated him from his sister and bound him as a parish apprentice; and Rory from the accomplices of the wicked colonel.

But even if that were not the case the long journey would be hazardous enough. Mrs Miles has no need to exaggerate the difficulties of a journey along the eighteenth-century English roads, and her tale serves to remind us how near impossible communications were only 200 years ago. Along the way the lads encounter gypsies; take for some miles to the wild lonely stretch of a deserted drove way; and Rory even finds himself in a Birmingham prison for practising the mysteries which he had learnt from the secret brotherhood, who know how to bring horses totally within their command.

It is the really poor that interest Mrs Miles. The Irish peasants and the English vagabonds and vagrants in this story are much more fully realized than the wicked colonel and his somewhat sinister lady. The great gulf between the haves and the have-nots was still acute in the mid-nineteenth century, in which Ann Schlee has set her new book, *Ask Me No Questions*. She also bases her story on fact: a flagrant case of child exploitation which when it came to light engaged the active sympathy of Charles Dickens. In 1847 a Mr Bartholomew Drouet of Tooting found it profitable to relieve the parishes of their workhouse children by undertaking to lodge them and instruct them in useful trades at the rate of 4s 6d per week. He collected over 1,000 children and, needless to say, barely fed them.

The book is about those children as they were observed by Laura and her younger brother Barty, who have been sent to rural Tooting to avoid the cholera outbreak in London. They stay with their Aunt Hullinger, a lady of fairy tale awfulness, whose concern is only with the appearance of things and the need to be deemed genteel by her neighbours. Laura, who discovers something of what is going on in the next door "orphonego", has to keep her suspicions to herself, and to steal from her aunt's larder to feed the starving children. It's a tale of confrontations between cruelty, compliance and compassion that could only have taken place at a time in social history when the necessity to remain "respectable" outweighed every other human attribute.

Silver Everything is also about keeping up appearances, although this time that activity has a more amiable interpretation. It is about the determination to hang on to every lost vestige of self-respect, which was shown by the great numbers of the unemployed in county Durham in the twenties. This proud way of coping with poverty must sometimes have been bewildering to a child, and that is what interests Mrs Cawley. Her previous book about Jinny Friend, *Gran at Coalgate*, won the 1974 Guardian Award. Jinny was 11 in that book; these two new stories go back three years, to the time when Jinny's parents started shop-keeping. This is an important step in their lives, for the general store they take over is not in the respectable chapel-going area of the town, and it gets less and less possible for Mr and Mrs Friend to keep up the standards they acquired when they were in service with the gentry.

Although it all takes place so near our own time, *Silver Everything* deals with a way of life as remote and vanished as the Tooting countryside. Yet the reactions of a good-natured, alert and sensitive child to what is going on around her do not change, and Jinny's hopes and fears will be easily understood by young readers.

The Victorian era of Harriet Graham's *Shiva's Pearls* is simply fancy dress. This well-made Gothic adventure of kidnapping and attempted robbery could have been set in any age that lacked telephones and motor transport. Young Ottalie relates her own story, and the reader will become intrigued with the mystery of her abduction from a Dutch convent and the strange encounters that she has in a remote Yorkshire country house—and yet the period setting is quite irrelevant.

After the lazy daisy

Phoebe Latham

Designing for Embroidery from Ancient and Primitive Sources. By Jan Messent. Studio Vista £4.95. 289 70600 9
Design for Embroidery. By Betty Whyott and Joan Oxland. Mills and Boon £4.95. 263 05893 X.
Needlework. By Winifred Butler. Pan £1.50. 330 24794 8.
Imaginative Canvas Embroidery. By Nancy Outram Hobbs. Pitman £3.95. 273 00867 6.
Four Way Bargello. By Dorothy Koesiner. Mills and Boon £4.50. 263 06230 9.
Painting with Stitches. By Vere P. Guild. Ward Lock £6.50. 87192 080 8.

The word "embroidery" (like "education") has many connotations; it may conjure up the image of Mary Queen of Scots in prison stitching her monogram; it may suggest a seventeenth-century Mogul satin coat in the V and A, its delicate cream background exquisitely covered with peacocks and butterflies, lions, mountains and waterlilies; it could call to mind the Tailor of Gloucester's cherry-flowered waistcoat. It might refer to a laboriously grubby and tear-stained "troy-cloth" in lazy-daisy stitch. For the modern design student it is more than likely to signify what might be candyfloss, tied up with string, studded with milk-bottle tops, and hanging from the ceiling.

Our difficulty today, in needlework as elsewhere, is an *embarras de richesse*. Not only are traditional models readily available—from India to Lapland, China to Peru—but the materials are limitless. Man-made fabrics and fibres have revolutionized techniques: any colour or texture can easily be achieved—chickenwire and pebbles and polystyrene join forces with floss silk and cheesecloth and old rope. (Cheap materials obviously have strong appeal, since, for example, the cost of the wool alone for a crocheted jacket shown recently on a popular television series was £20.)

Living styles have altered too. How many of us regularly use tablecloths, let alone "chevel sets", doyleys, linen place-mats, and all the other items that need not only washing but careful ironing? Perhaps partly as a result of this decline in its utilitarian function, much modern embroidery is not "for" anything; it is a picture, a wall-hanging, a "happening".

Floundering in the debris of our shattered innocence, we shall find help and guidance in the flood of books on needlecraft coming from both England and America. For there is certainly a growing interest in the daft and creative use of one's needle: Erica Wilson's excellent current television series bears witness to this.

Jan Messent, discussing design from ancient and primitive sources, defines embroidery as "a creative art using any yarn and fabric technique, including . . . macramé, off-loom weaving, knitting, crochet, rug-hooking, tufting and soft-toy making". She finds inspiration in the caves of Altamira, the Uffington White Horse, and African masks. The book is handsomely illustrated, but crams in so much (blackwork is jostled by hairpin crochet, quilting by appliqué work) that the reader, unless already highly skilled, may feel overwhelmed. (And it is difficult not to ask what the point is of a piece of distorted string knitting with a stick through it, which looks like the tangled jetsam from the bottom of an old workbasket.)

Betty Whyott's and Joan Oxland's advice on design is full of constructive and practical suggestions, based on their teaching experience at Llandaff college of education. They manage to make the reader jump the "I can't draw" hurdle, giving basic education about colour and shape (positive and negative), scale and repetition. Some of their work is reminiscent of Charles Keeping's illustrations. There is a short section on traditional embroidery, and another on the decoration of clothes (where the fashionable modern ideas are less successful since the human form is, after all, roughly symmetrical).

A useful introduction to practical embroidery (and far the most modestly priced of the bunch under review) is Winifred Butler's *Needlework*. She gives sound advice on equipment, cleaning, and such valuable hints as "cover worked sections in tissue to prevent soiling and rubbing when work is in progress". She describes a variety of techniques, from patchwork to Baken stitch, cutwork to smocking. Admirably clear diagrams show how to work every stitch.

And how many stitches there are! Nancy Outram Hobbs describes over 70 in canvas work alone, ranging from tent stitch to double leviathan. In fact over half her 120 pages are devoted to detailed descriptions of stitches. Her list of suppliers is the fullest of the six.

Dorothy Koesiner's book on *Four Way Bargello* is also concerned solely with canvas work, showing how to use the popular Florentine stitch outwards in four directions from a central point, rather than in the usual horizontal bands or waves. There are many elaborate diagrams of possible designs. The book is slanted towards an American readership; the author and her husband run a "Handcraft Shoppe".

Another American importation is Vere P. Guild's *Painting with Stitches*. Some people may find this paradoxical (for instance, in the great Graham Sutherland tapestry in Coventry Cathedral tapestry imitates actual brush strokes). There are some horrors here: a feathered necklace in macramé, crocheted fruit and flower "pillows"—American for "cushions". This book underlines the fact that modern ideas have their own rigidity: what happens to the child who enjoys doing small regular stitches (or chanting its tables or declensions)?

Not bread alone

The Making of the British Diet. By D. J. Oddy and D. S. Miller. Rowman and Littlefield £6.95. 87471 803 1.

This is a book on the social and economic history of nutrition during the late eighteenth to early nineteenth century. It contains papers on various subjects by leading authorities.

There are three sections. The first deals with the supply of food. Here studies are presented concerning the history of the biscuit industry, bread and cereal manufacture (especially interesting is the evolution of ready-to-eat cereals), the sugar trade, cocoa and chocolate, tea, meat and milk. There are fascinating titbits concerning the development of many of the familiar trade names, comments on those who have worked so hard to make their industry a success and many tables and lists relating to production, supply and demand, expenditure, sales, duty on goods, imports and so on.

The second section concerns the factors influencing consumption. There are two studies on people's living standards, one directly concerned with alcohol. Further studies are on groceries and the corner shop and on J. Lyons & Co Ltd—both of which are interesting to anyone wishing to know more about what goes on behind the scenes at their local shop or when they go out to dinner. Another paper on regional variations in diet is amusing as well as discerning.

Finally, the third section explains basic principles of nutrition, gives an historical survey and explains how nutrition surveys are obtained.

In all, this is a very welcome and interesting book, though some important studies are excluded, e.g. the study of cheese—a basic food for centuries, and study of diets other than those of the working classes.

Janet Kennedy

"To the King's Taste: Richard II's book of feasts and recipes", adapted for modern cooking by Lorna Sass (Murray £2.95) is a fascinating compilation of mediaeval recipes laced with quotations.

Surface interests—machine made

Machine Stitches. By Anne Butler. Batsford £3.95. 0 7134 3180 4.

With the ever increasing interest in embroidery, whether by machine or hand, many books are now being published to illuminate the facets of this craft. *Machine Stitches* is defined by the author as showing the basic effects which one can achieve by using a modern domestic sewing machine.

Anne Butler emphasizes that the examples shown are only starting points and that the embroiderer herself will discover many more effects which can be produced by experiment, both with the machine and with the materials that are used. A total of 130 excellent photographs, accompanied by short explanatory notes, illustrate the various surface interests that can be created by working on fabrics of diverse texture and fibre composition with different kinds and thicknesses of thread, braid and cord, using a zigzag/straight stitch machine, adjusting the thread tension or the speed as may be the case, using a frame and/or machine attachments with single, twin or triple needles.

Instructions, describing the technical details of machining, moving the fabric and using the appropriate attachments, are sparse and concise, but to the point, and provide the embroiderer with the basic knowledge to enable her to experiment for herself. A book list for further reading, names and addresses of suppliers of equipment and materials in this country and the United States and an index, completes this well produced book.

It is a beautiful book, but I should have liked to have been shown some possible suggestions of ways in which these aesthetic effects could be applied to particular objects, such as articles of clothing. Or are they intended purely as media of artistic expression, as, for example, wallhangings?

H. S.

Stick and sew

Helen Stanley on felt work

Felt Craft. By Florence Tomko. World's Work £2.10. 437 78223 9.

The development of manipulative skills and awareness of spacial relationships is one of the most important needs of the primary school child. In aiming to satisfy this need when planning projects for this age group, the choice of materials must be of a kind that can be handled easily and imaginatively by the young beginner. In this way, the innate potential can be developed and learning can take place.

Felt is a wise choice. It is more pliable than paper and, as a fabric in its own right, it is a good preparation for sewing and working on other materials later on. It comes in different thicknesses and in a variety of colours, is cut easily and does not fray—all qualities which make it ideally suited for cutting into shapes, sewing, sticking and drawing on.

Florence Tomko has exploited the characteristics of felt with skill, imagination and humour. She begins interestingly with "The Story of Felt" and goes on to state the materials required to make the many things in the book. Basic short instructions for handsewing stitches and for making simple paper patterns follow. Over 30 projects for making all kinds of animals and flowers, hand puppets, bracelets and dolls' clothes are clearly described with excellent diagrams, line drawings and photographs. Colour is used to good effect throughout and measurements are given in imperial and metric units. Both adults and children will be delighted with this book.

Closely observed colonies

JOY O. I. SPOCZYNSKA describes how to build, stock and study a formicarium

An artificial ants' nest, or formicarium, is easy to build and simplifies observation. It can be kept in a biology laboratory, classroom, or outdoors in a greenhouse or garden shed if there is adequate protection from the weather. The formicarium can be made by anyone who is reasonably handy with saw, hammer and screwdriver.

The *simplest way to* build the frame is to start with two pieces of ordinary picture glass about 12in by 18in or so and attach these to the outside of a wooden framework extending round three sides, as shown in diagram A. The wood should be of ¾in square section. The glass can be bound to the wood with strong adhesive linen tape (diagram B).

Two wooden blocks are then cut to fit, in which the formicarium will stand on one edge (diagram C). These blocks should be cut from the heaviest type of wood obtainable, and the completed formicarium should be placed securely on a firm base where it is not likely to be knocked over.

The fourth edge, which forms the top, is removable. Three holes must be bored through to facilitate the provision of water and food. The first hole should be filled with a small piece of sponge which must be kept moist with water. The middle sponge should be moistened with honey and water in about equal proportions. The third hole, which should be fitted with a cork, is used for inserting flies and other small insects.

The ants are introduced by digging into an ants' nest in the woods and scooping out a mixture of ants, brood, soil and pine needles into a cloth bag. *Formica rufa*, the wood ant or red ant, is not only the commonest British species and the easiest to obtain but also lends itself to a number of interesting experiments.

Despite its commonness there are still aspects of its behaviour which are not fully understood or documented. New facts about *Formica rufa* are being recorded all the time by entomologists, many of whom are amateurs, and it is well within the ability of an observant student to add to our knowledge by his or her carefully recorded observations.

The best digging implement to use for collection is a strong farm trowel about 12in long. A large bag should be made of strong linen, with a drawstring at the top. Do not use plastic bags. Heat and condensation will kill the ants. On a collecting expedition a large white sheet can be spread adjacent to the nest and under the bag, so that any escaping ants which are specially important to the colony, such as the queen or any winged forms, can be seen.

Eggs, larvae and pupae should be included as well as workers, and the queen must, of course, be collected. Dig up the nest rapidly with as little disruption as possible and look for the queen first, or she will escape. A pair of long tweezers with flat round points is useful for lifting her, and she should be carried separately in a glass specimen tube closed with a cork, and not dropped into the bag with the workers and brood.

Winged forms should also be transported in this. It is essential that the queen be housed with the other members of the colony; otherwise the community will not function. The queen is easily recognizable by her much larger size. Put a few twigs into the bag to help support the weight of soil and pine needles so that the ants are not crushed during transport.

If possible the formicarium should face east, since most ants' nests are built this way. The early sun has a beneficial effect on the metabolism of the ants and therefore the temperature regulation of the interior of the nest.

A Japanese observer, Matsuo Kato, recorded in 1939 that ants which built their nests from decaying plant materials would block up the access holes at night to retain heat which had been generated during the day by the sun warming the nest materials.

No British observer has yet recorded any of our indigenous ants doing this. Admittedly it would not be possible to base conclusions of this sort on studies made in the laboratory, but their behaviour could be noted and perhaps compared with their behaviour in the natural habitat.

Formica rufa is active from about April to August in normal seasons, but it is easier to dig up nests during the winter months while the ants are relatively inactive. Winged forms are less likely to take flight at this time of the year when uncovered.

The mixture should be poured carefully and entirely into the formicarium. The queen and any winged forms should then be introduced, and the top frame replaced. For additional safety this can be secured at each end with adhesive tape. The ants will soon settle down and reorganize their colony, the workers scurrying back and forth rearranging the soil and pine needles, rebuilding the brood chambers and passages and relocating the brood.

The glass on the outside of the formicarium used to be covered with pieces of cardboard to exclude the light. These could be removed for observation. It has recently been discovered that insects are insensitive to red light, which they "see" as black or darkness.

If, therefore, you can obtain red-tinted glass to build your formicarium, it is unnecessary to use cardboard shields at all. An alternative method is to cover ordinary glass with red cellophane, making sure not to leave any small area uncovered. In a satisfactory formicarium the ants will tunnel right up to the glass, so that the ramifications of the nest may be clearly seen and all the ants' activities observed.

The amount of food required varies according to the time of the year and the temperature surrounding the formicarium. It is best to be guided by the degree of activity of the inmates; the less active they are the less food they need. More food should be supplied in early spring as they prepare for the peak of the egg-laying season. The honey-and-water sponge should always be kept topped up, and adequate water supplied without allowing the formicarium to become waterlogged.

If the food supply had been plentiful and the external weather conditions good, the queen will lay a great many eggs, most of which will produce workers. By the end of the season the colony would, in its natural habitat, have expanded by bringing in materials and enlarging the nest. As they cannot do this within the confines of a formicarium, a second formicarium can be prepared and the two connected by a length of hollow bamboo or other tubing inserted into the wooden framework of both at adjacent ends.

The second formicarium should be filled with a mixture of soil and pine needles gathered from a part of the woods unused by ants. On no account bring in any ants from a different colony, or there will be civil war!

It is just as disastrous to bring in soil and pine needles from another ants' nest even without the ants. Nest materials are impregnated with the odour of the colony and this triggers a hostile reaction in the ants of the existing colony, which make frantic efforts to escape and rebuild elsewhere with uncontaminated materials.

One or two ants from another colony could be introduced experimentally to watch the colony's reactions, which will usually be to chase off the intruders. Insects other than those provided as food may be introduced for experimental purposes. Larger insects should be able to look after themselves. It will be found that some kinds will be set upon while others will be allowed to remain in the nest unmolested. It would be interesting to try to discover if any benefits are derived by the hosts and vice versa.

Other studies could include burrowing methods, from which it will be observed that ants burrow with their forelegs and kick out the unwanted soil, rather like a dog, unlike most other fossorial insects which dig out earth with their jaws. The methods employed by *Formica rufa* when to incorporate extraneous vegetable matter such as pine needles and twiglets into the nest structure are also worthy of observation. The cooperation between workers in carrying large objects is well-known, but the formicarium provides the ideal means of watching this and making notes.

Try the experiment of dropping in alien materials such as pieces of paper, twigs from non-coniferous trees, flower-heads, and so on. Such materials are quickly removed and not allowed to remain on the surface of the nest in nature, or on what the ants treat as the surface of their "nest" in the formicarium.

In addition the workers can be seen continually reshuffling the external nest material. Conspicuous materials which do not blend with the normal nest materials are removed for camouflage, but it is less obvious why the ants keep redistributing the external nest covering. One might assume that in the wild it would be easier for the ants to recognize and return to their colony if it looked the same all the time. Here is material for detailed study, as it is still not known why ants do this.

If the temperature of the interior of the nest is taken it will be found to be several degrees higher than the temperature of the surroundings, though there is less difference in the colder winter months. Activity generates heat, so naturally in the summer when the activity of the ants is at its peak the nest will be hotter. The heat engendered by the sun's rays seems to have little bearing on the interior nest temperature.

It would be interesting to plot the temperature every day at the same time throughout the year, choosing a time of peak activity. It is easy to take the interior temperature of the formicarium by attaching a clinical thermometer to a pair of long forceps with wire or tape, and inserting it through one of the top holes. Leave it in for five minutes before noting the reading.

Contrary to popular belief, wood ants do not forage only by day but also hunt their prey at night. The type of prey captured does not vary much, only the numbers drop. If it is possible to observe the formicarium at night, studies could be made of this aspect of the ants' behaviour by inserting the same quantity of food insects at night as during the day, and watching the ants' reactions.

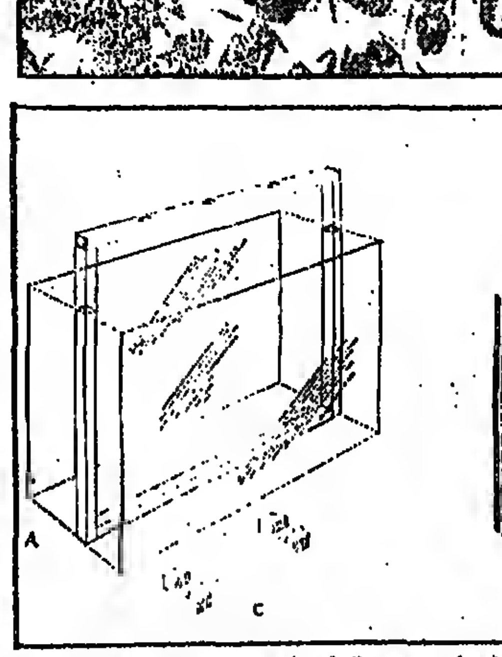
There are conflicting reports about food preferences. Insects preyed upon by ants in daylight are more attractive if seen to be moving. Relatively immobile insects such as the dormant pupal stages which undergo metamorphosis are rarely used as food. This seems strange in view of the attraction which ants have to immobile food dropped by picnickers.

It has been noted by many observers that the nearer the foraging ants are to their nest the greater the interest they display in all kinds of food, including breadcrumbs, pieces of meat or fish, and so on laid in their path. The proximity of the nest seems to stimulate food-gathering instincts.

An ant finding an item of food too large for it to carry runs about in a jerky manner as if to attract the attention of its fellows, and soon other workers come to help. Six or more workers often collaborate in such a feat of removal. Since in the formicarium, the ants are

Continued on page 26

Photograph: George E. Hyde



Worker ants, "Formica rufa", on a food source near their nest. Diagrams of the construction of an artificial ants' nest drawn by Melchior Spoczynski.

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Of human bondage

by Deborah Thom

Slavery in the United States
by William C. Hine
Jackdaw Publications Ltd., Jonathan Cape, 30 Bedford Square, London WC1. £1.95.

Slavery in the United States is full of information and insights. It represents a careful summary of the latest thinking on a subject that continues to provoke great controversy. The compiler clarifies the key questions. The documents are carefully selected and all that is missing is pictorial evidence, perhaps clichéd for American students but novel to those in Britain.

The kit brings home the horrors that slavery created. At the same time it manages to prevent the complacency that allows us to forget that the culture created for both sides survived long after the Act of Emancipation which ended, for most slaves, the formal legitimacy given to their condition.

The first four extracts provide a neat documentary explanation of the idea of a person as a piece of property with newspapers, posters, a bill of sale and an example of a state slave code. This last is the most revealing. The laws apply about equally to slaves and to "free men of color". Both would, for example, suffer death if they struck a white twice or circulated incendiary literature; both would suffer fine and/or imprisonment if they taught a slave to read.

The questions draw students into the debate about the relationship between racism and slavery and this material provides examples of the difference between the free black and the free white. A jury of a man's peers was taken to mean 12 free white men.

The compiler draws on recent literature to build up a picture of slavery which emphasizes its ambiguities. No one wished to be a slave but some slavery was more tolerable than other. A letter sent by a slave to a former owner asks that he be bought back as "my mind is always dwelling on home, relatives and friends".

Two of the six broadsheets deal with the slaves' attitudes to their situation and lucidly present the arguments for and against the "better than being free or escaped" thesis. One of the documents shows this dilemma as seen through a group of owners petitioning for the freedom of a slave who had informed on some of his fellows who were planning a massacre.

The documents and broadsheets end with another of the ambiguities that always arise in looking at slavery, the attitude of those who helped them achieve their freedom. Lincoln played his part in creating the myth by issuing the Emancipation Declaration. His reasons were, it seems, mainly tactical. Slaves were freed in areas in rebellion, so that if the secessionists were to rejoin the Union their slaves were no longer automatically free. In fact the declaration itself makes the argument particularly plain, it was "an act of Justice, warranted by the Constitution, upon military necessity". The questions at the end are genuinely thought-provoking.

John Citizen versus the stout advisers

by Joan Freeman

Advice
Available from specialist shops including SPCK bookshops or from Inquat Ltd, 1 Holmes Road, London NW5. £3.60 post free.
A game for two players

It is not immediately apparent why this game is promoted as an instrument of educational psychology. If the abilities or personalities of the children playing it are to be judged by their performance, some sort of guide is needed to explain what their actions mean. Otherwise we might simply decide that some people are better at it than others. Perhaps the educational aspect is based on the same sort of idea as the one that learning Latin improves your thinking abilities.

Once the rules are grasped it is a simple and enjoyable game which can develop some intricate thought, not unlike chess. The playing pieces are of four sorts; one type labelled "citizens" and then the advisers—"priests", "lawyers", and "psychiatrists". It seems an unfair distribution.

The advisers are stout, but the poor thin citizens tend to fall over very easily. A sociologist must surely have had a hand in this design. As the game proceeds, the bits of wood on the squared board become social conflicts, but the artificiality of the situations leaves them at some remove from real life.

The confrontations of the players have not got a great deal of long-term holding power. Recognizing this, the author has also devised alternative games to revive flagging interest and a very complex version for puzzle fanatics.

I find it quite impossible to make an acceptable judgment on any child's performance in this game. It is possible to describe a child as deviant, obstructive or conformist without going to all this trouble. If the game is not a reliable and valid psychological tool, then it is just a game and if "citizen" can be made to stay upright it is a good one.

Harmonic framework

by Andrew Peggie

Making Beat Music
Cassettes, workcards and teachers' notes in four units:
Creating Rock; Playing the Blues; How to write a Pop Number; Turning on to Progressive.
Educational Productions Ltd, Bradford Road, East Ardsley, Wakefield, West Yorkshire. Each unit £4. Set of four £16.

Pop music is as creative and vital as folk music with the Orff methods, classical harmony, or even the currently fashionable "music as visual art" approach.

The problem for the pupil, to whom popular music seems easy enough, is how to attain the level of instrumental competence needed for even the most primitive style. The problem for the classically trained teacher, on whom improvisational subtleties are often lost in the seemingly overwhelming naivety of the music, is how to preserve the pupils' natural rapport with the music whilst equipping them with basic technique. In his cassette demonstration series, *Making Beat Music*, Roderick Paton has gone a long way towards solving these problems.

The series is designed to be used over a wide age range (11 to 18), class size and for a long time span (one cassette pack could easily last a whole term). Each tape consists of progressive examples of the techniques used in beat music, with the emphasis on improvisation within a harmonic framework. "Creating Rock" deals with the basics: drum and bass riffs and simple melodic improvisation over static chords, all admirably demonstrated with opportunities for the students to participate and to work on their own.

"Playing the Blues" deals with three-chord progressions and simple jazz phrases; "How to Write a Pop Number" concentrates on melodic and harmonic interaction and the organization of a song (though little is said about the words); "Turning on to Progressive" introduces enhanced harmony, complex electronic procedures and organization of abstract material.

The two latter packs are for school material, faster moving, assuming a degree of instrumental skill possibly—but not necessarily—gained from the first two packs. The format in each case is a mixture of verbal instructions, demonstrations, passages for student participation and informal chat with studio musicians. The talking tends to be monotonous, especially in the more advanced projects, and the space could have been more profitably devoted to longer backing tracks for student improvisation, by far the most valuable part of the tapes.

Associated workcards (three for each tape) are attractively laid out and concentrate on the notational aspects of the music, although notation itself is not explained. The open-plan organization means that the correspondence between tape and workcard is not always very clear.

Mr Paton has obviously thought very carefully about how to make the series as flexible as possible and indeed this is one of its chief virtues. Flexibility, however, is best served by minimizing instruction and explanation, thus freeing the teacher to adapt. This means cutting all but the most essential verbal instruction and replacing it by printed synopses with preparation scripts.

The teachers' notes are excellent in other ways, containing suggestions for alternative classroom instruments, lists of records, and a persuasive essay on the relevance of beat music in the classroom.

Making Beat Music is a significant addition to the resource materials of the music room and one which many teachers will use with as much sense of discovery and achievement as their pupils.

Elementary woodwork in junior, infant and nursery classes can be introduced in schools with space problems with the help of a Mastercraft workbench which can be folded flat for storage.

The Multiplay Packaway bench is 27 inches long, 8 inches wide and 21 inches high when assembled. There is a woodworker's steel vice in one end of the bench which is supplied with a box of wood offcuts, a pack of nails and some sandpaper. The Multiplay Packaway workbench costs around £19 including VAT, postage and packing.

Further information may be obtained from Bradford Timber Products Ltd, Brass Hill Works, New Works Road, Low Moor, Bradford.

Fish out of the water

by O. F. G. Kilgour

Fish File, Pack 1, Home Economics. Produced and distributed for the White Fish Authority by Forbes Publications Ltd, Hartree House, Queensway, London W2. £2.50.

The pack contained in a box consists of a booklet of teacher's background notes, 10 recipe cards, 30 student information sheets, and two wallstrips.

In the 20-page booklet of the teacher's background notes the anonymous writer includes a lot of useful information about sea fish, including suggestions on how to use the pack, identifying and buying materials, preparing and cooking them, and the food value of fish.

There are also some interesting suggestions for projects, and a reference list. The treatment is clear and concise, with good illustrations, tables and summaries, and the text is metricated throughout and the SI system adopted. The nutritional value table on page 17 wrongly indicates the microgram symbol as mg, and the buying guide summary states that fresh shellfish should smell "very fresh" without informing us what such an odour should resemble.

The 14 to 16-year-olds would have difficulty in understanding certain passages. Generally the text would apply to sixth-form and further education students, but the 12 and 13-year-olds would find only limited interest.

"Identifying Fish" is a long colour wallstrip which has all its detail duplicated in the second excellent wallstrip called "Fresh Fish Facts" produced in two colours.

Students Information sheets I and II are simply reprints of certain pages from the teacher's booklet, and 15 sheets of each will go for in most classes, similarly the 16 different delicious recipes on recipe cards I and II are printed on 10 cards and would also find limited class circulation.

In view of the small amount of material for class distribution the pack is mainly of use to the teacher of home economics, and as such the recipes could have been included in the teacher's booklet and the information sheets dispensed with, together with the colour chart, to produce a more modestly priced item.

Continued from previous page.

never far from the nest this behaviour seems to be intensified. There is room for a great deal of research into this aspect of behaviour alone.

The life-cycle of *Formica rufa* takes a maximum of 37 days to complete, making it an ideal species for school or college study. The eggs take 13 days, at 23°C to 27°C to hatch. The larvae pupate eight days after hatching (at 30°C) and the imago takes from 14 to 16 days in the pupal stage to emerge.

The smallness of the workers makes them difficult to mark. Biologists have managed to stick numbers and letters to the abdomens of *Formica rufa* workers and to clip tiny metal rings round the petiole, or middle of the ants' bodies. However, this is hardly possible in a school or college laboratory.

The social organizations of ants provides probably the most fascinating example of order and the division of labour in nature, and the making, stocking and maintenance of a formicarium will provide endless opportunities of learning to make careful and accurate observations as well as a great deal of entertainment. Long before man had appeared on the earth, ants had evolved techniques for community life and survival still unknown to many less civilized human tribes. There is much to learn about ants, and from them, too.

Concern for the message

by Michael Clarke

The History of Western art Section 25.
The Pre-Raphaelites. Three filmstrips, £2.95 each.
Impressionism and After
Remembered by Paul Maze. Filmstrip, cassette, notes, £5.00.
Visual Publications, 197 Kensington High Street, London W8.

It is standard practice to introduce the Pre-Raphaelites by referring to their German-Nazarene predecessors and by pointing to the revolution in taste that they are said to have brought about in English art. The general introduction to these three filmstrips ignores the Nazarenes and makes little of the supposed change in taste.

This might be just as well. Full-blown Rubens and theatrically-lit Rembrandt were certainly rejected along with all the other "filthy slosh" but can it truly be said that any Pre-Raphaelite painting is formally influenced by the art of the fourteenth and fifteenth centuries? As for the revolution in taste, the Brotherhood was no more than in step with a steadily growing appreciation of early Renaissance art which they kept out of their paintings lest it influence sales, a fact the introduction recognizes.

If only the introduction was similarly sharp in other matters. In comparing the Pre-Raphaelite concern for the message with contemporary artists across the channel it is not the Barbizon painters, Courbet or Millet, with whom they are compared but Pissarro and Renoir. This slapdash approach penetrates the notes. Repeatedly, statements like "This cleverly composed and beautifully painted work" or "This painting succeeds because it is superbly composed, superbly seen and superbly painted" occur without any supporting evidence.

The notes, in a very curious way, have the effect of keeping the pictures at a distance. There is plenty of documentary information about their making with a generous amount of quotations but is there an advantage in repeating the claim of one historian that "The whole history of modern art begins with that picture. Corot, Manet, the Fontainebleau School, all the Impressionists never did anything but imitate that picture" when the work concerned is Madox Brown's "Pretty baa-lambs"?

Rhetorical claims like this that mar Paul Maze's otherwise charming recollections in *Impressionism and After*. There is no arguing with "If a painter doesn't accept Poussin as a god he isn't much of a painter" or "Vuillard was a god next to Picasso." We can only agree or disagree. It is a different matter, however, when the notes declare that "Vuillard was also a member of the group of painters known as the Nabis, Fauves, Bourgeoises or Intimistes". One of them must be right.

Paints, Pelmanism and practice with figures

GILLIAN THOMAS looks at new classroom aids

All sorts of interesting new classroom items were on display at the British Toy and Hobby Fair at the National Exhibition Centre in Birmingham last week, as well as playthings for home use.

Ball Stypen, a new ball-point from Cumberland Graphics, uses liquid ink (in four colours at 29p) instead of the conventional ink paste. Initial reactions from teachers are favourable. It gives better control and should not be nearly so ruinous to handwriting. Nor does it dry up if the top is left off.

Glide is a new type of crayon which can be used dry, when the colours blend like oil pastels, or wet, when it becomes a painting stick. Either way it produces vivid, opaque colours. The crayons are available in boxes of 50 standard size (£3), or 28 thicker ones for use by younger children (£2.50).

Reeves have several completely new ideas for their paints for educational use. They have divided the Temperapowder colours into two groups to keep down prices. As the pigment to produce brilliant shades is more expensive than for earth colours, the two groups will in future be priced separately. These cost £1.44 and £1.6? for two kilos.

Reeves' new Tempera additive system provides mediums to add to the paints to make them suitable for projects like fabric printing and collage painting. While the quality will obviously not be able to match purpose-made products, these are more economical and therefore allow experimentation in techniques. Reeves also have a new range of wax paints for use on a heated palette, which simplifies the ancient craft of encaustic painting. "Waxstick" cost 15p, the palette costs £?.20.

Several manufacturers have linked up with the World Wildlife Fund to produce activity packs which can be made into informative and decorative classroom displays. Letraset have three new "Wildlife Survival Kits", with rub-down transfers of indigenous animals to be found in America, Europe or Asia to set on a large panoramic background (49p each). There are detailed notes on each species.

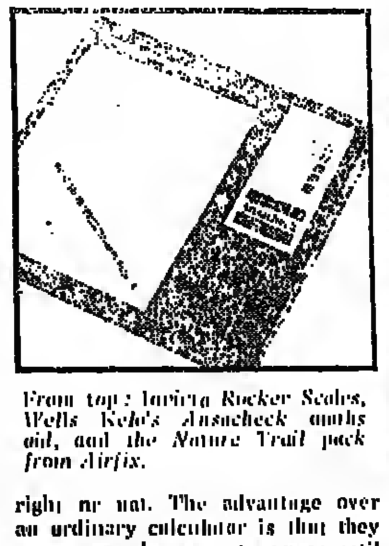
A similar idea from Airfix is "Nature Trail" (£1.45), a pack which creates a three-dimensional scene of wildlife and vegetation, and Letraset also have a new Wildlife Kit in their "Cast and Paint" range: four animal moulds (£2.75) for use with plaster of Paris.

"Noah's Ark Pelmanism" (£1.99) from John Adams Toys includes a World Wildlife Fund quiz comprising 112 paired animal cards which can be used with primary children for practice in recognition, classification and memory. Similarly, Child's Play have several new packs of picture cards for three to 10-year-olds, including an "Alphabet Set" (£1.20) and "Arithmetic Lotto" (£1.70).

The importance of giving children plenty of practice with figures was reflected in many new items at the fair, among them Invicta's new rocker scales for primary schools. In yellow and red plastic, they are tough and simple. The two scoops will take sand, stones or almost any other materials. The scales cost £2.70.

With the "Ansacheck" device, Wells Kelo claim to have come up with an answer to quicker checking of mathematics work. Children feed sums and answers into a pocket calculator keyboard, pressing a test key to find out whether they were right or not. The advantage over an ordinary calculator is that they cannot get the correct answer until they work it out for themselves. The initial price will be around £12.

Kulckmann, who have been selling maths aids abroad for ten years, are introducing the aids here. Selling for around £6, each set contains a series of cards bearing mathematical problems of varying difficulty—from simple matching for five-year-olds to complicated equations for ten-year-olds. When the child has worked out the answer he chooses a small plastic piece, as in a jig-saw puzzle, which only fits into the frame over the card if the answer is correct.



From top: Invicta Rocker Scales, Wells Kelo's Ansacheck maths aid, and the Nature Trail pack from Airfix.

Dimensional view

A company has been formed to develop and produce holograms and holographic products: Holographic Developments Ltd. Its principal field of activity is to be with multi-plexed holograms, which may be viewed using ordinary light instead of the coherent light usually necessary. The holograms are claimed to be completely three-dimensional and will include movement of the subjects.

Information from Holographic Developments Ltd, 38a Crooms Hill, London SE10.

Transfer variations

A variation on standard transfer lettering has been introduced by 3M. Image 'n Transfer graphic material has a light-sensitive coating on which images can be made with ultra violet light.

The sheet has to be developed and washed, using simple equipment, and then the images can be transferred on to various types of surface using a stylus. The company says the process can even be used for screened half-tone pictures.

Image 'n Transfer images are said to be heat resistant and stable, and to adhere to surfaces such as board, paper, polyester, acetate, glass and plastic. The material is available in opaque black and white.

Information from 3M, 380 Harrow Road, London, W9.

Revolving slides

More than 300 35mm slides can be stored in the Slide Rax Unit, which comprises four boxes with compartments on a turntable base. The basic unit costs £3.95 including VAT, postage and packing. Additional units cost £2.50.

Details from Plastic Engineers Ltd, Treforest Industrial Estate, Pontypridd, Glamorgan.

Conversational French

by Brian Hill

Something to Talk About
by Colin Asher
Cambridge University Press, 200 Euston Road, London NW1. £1.12 plus VAT.

Teachers who need flexibility will appreciate this new resource, designed along the lines of the Longman's French packs.

The first pack, *Something to Talk About* features "Transport" in France and covers road, rail, air and sea, but not rivers and canals. No age range or language level is suggested. The authors suggest the materials can be used effectively in different ways.

The main aim is to provide an authentic basis for conversation practice in classes, small groups or pairs. The packs draw on themes which are likely to crop up in oral examinations. Ideas for listening comprehension and written work are also included.

There are seven activities with the onus on the teacher to decide who uses them and how they can be integrated into class work. They are likely to be more useful in the fourth and fifth forms, and with exam pupils, than lower down the school.

The pack comprises a teacher's handbook, a wallchart, three workcards, two sets of materials for games and a 5 inch sound tape. The various pupils' materials are made of strong cardboard which will withstand ordinary use.

The first activity uses a combination of wallchart and tape. The wallchart is ideal for introducing basic transport vocabulary and for discussing the rail network, but of little help for other forms of transport. The tape carries a conversation about planning a journey, with plenty of useful structures. A transcript and many useful suggestions are included in the teacher's notes.

Another activity brings in Sylvie Martin trying to sort out the problems her friends are having in getting to her "surprise party". The workcard is meant to give visual support and to help comprehension.

The two games are developed from a rather strained conversation about taking a driving test. Lots of detailed organization will have to go into the use of these with classes, but if the time can be found the vocabulary is well chosen.

The last three activities rely largely on the tape. A set of question and answer exercises is recorded in unexploded form, with instructions in French which are less easy to understand than the questions. This is followed by "Further suggestions for role-playing", and more listening which eavesdrops on some French travellers discussing their experiences, using a large quantity of words unknown at O level.

Something to Talk About demands a lot of planning, ingenuity and organization. Cooperative classes will doubtless enjoy and benefit from using the material, and if intensive and varied practice on the subject of transport is needed there are no better materials available.

Double feature

by Christopher Griffin-Beale

Making a Film or Television Programme
Filmstrip with notes
Educational Productions Ltd, Bradford Road, East Ardsley, Wakefield, Yorks. £3.50.

What is the function of a filmstrip? Is it to communicate something visually that cannot be conveyed equally well in some other way? Or is it simply to provide a sequence of illustrations to punctuate the teacher's own presentation of a particular subject?

Making a Film or Television Programme cannot claim anything more than the latter, if that. Its humdrum visuals, which display its American origins, do little to supplement the basic outline of film making provided in the notes, which have been rewritten for English publication. This outline is useful as a simple description of a process although the selection of detail sometimes seems arbitrary. But the dullness of the images betrays the inherent interest of the subject.

One problem is the vagueness about what the filmstrip is trying to do—as reflected in its title. Though the first frames show a film projector and a cinema, the scale of the operation seems more appropriate to a filmed television series than a major cinema feature.

The filmstrip shows the making of a fictional story—involving script, actors and settings—as a film rather than an electronically produced television programme. A television studio with its electronic equipment and banks of monitors might have produced more arresting images than we see here.

The final frame illustrates a programme on screen, *Batman*. It would have been far more interesting to follow such an example through production.

There is already plenty of material about the media, most of it wider in scope and better produced than this filmstrip.

Is READING your teaching problem?

The Cadmean Trust can provide practical teaching films ('TO READ OR NOT TO READ', 'PATTERNS OF SOUND') for hire or for purchase.

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TALKBACK

Peripatetic music

Stephen Collins

A relative newcomer to the teaching profession is the peripatetic instrumental teacher, providing fundamental teaching from the most basic level, through to the advanced stage at which individual private tuition is necessary.

At first sight this seems admirable—a specialist visiting the school to take care of the areas in which the class teachers' knowledge might be lacking. However, with once weekly visits the norm, the responsibility for follow-up work, rehearsal and general promotion of interest lies firmly within the school.

Unfortunately, a working partnership is not always achieved. Most "peris" will admit they have schools on their timetables in which the instrumental work does not get off the ground. One remedy would be for a member of the advisory staff, or the head of instrumental music, to research a school's follow-up resources before allocating peripatetic help. A second might be to educate the class music teachers in how best to support the work of the specialist.

Some authorities run short courses with this in mind, but attendance has not been up to expectations, and those who attend may have already developed an interest; there is a danger of preaching to the converted rather than proselytizing.

The full-time peripatetic must go about his business while timetabled activities carry on all around; he must try to fit in as best he can. The school may be overcrowded and short-staffed and finding room can be a problem.

In secondary schools, teachers of other subjects are often unwilling to release pupils for music lessons. Complicated rotas have to be devised to avoid acrimony. Most frustrating of all, seemingly endless spadework all too often leads to no end-product.

The music centre provides an attractive alternative and solves many of these problems. Normally situated on secondary school premises after school hours or on Saturday mornings, the centre enables children to receive tuition, take part in ensemble work, and meet others with similar interests. The extra-curricular nature of this system demands enthusiasm, but there is no need to regard the music centre as a hothouse for gifted children exclusively (though some centres do fulfil this requirement).

The possibility of mixed ability group work provides an extra stimulus. From the teacher's viewpoint, music centre work allows more control over technical development, better accommodation and freedom from timetable clashes.

If more music centres were created their part-time nature would place the peripatetic teacher in danger of losing his new found status. It could be argued, though, that instrumental teaching is essentially a part-time service.

Most full-time "peris" are qualified teachers, enjoying the security of salary and conditions that this involves. However, the nature of instrumental teaching and the resources available restrict the size of group that it is possible to teach. In the light of recent educational cuts, is it reasonable to allow a pupil-teacher ratio of, at most, about eight to one?

Much teaching time is lost in travelling between schools. The teacher may visit a school to see as few as three or four pupils, involving a journey of several miles. If one or more of these children happens to be absent, the inefficiency of the system is further exacerbated.

Some part-time teaching at music centres is done by professional musicians, who are able to pass on first-hand experience to aspiring players. Should the peripatetic be primarily a teacher or a musician? Obviously, elements of both these professions are necessary; the teacher must demonstrate, and the musician must be able to communicate.

The trained teacher may postulate that his acquired knowledge of education gives him an insight into how best to present his specialist information, and encourage his pupil to produce his maximum effort. The musician quotes the GBS aphorism: "Those who can, do ..."

One cannot help wondering whether trained teachers would not be more valuable using their expertise to enrich school musical life, from the classroom, leaving more room in the field of specialist instrumental teaching for the professional player.

Stephen Collins was until recently employed as a music teacher by Lancashire education authority.

Changing child rearing

A. M. Evans

One of the major social and educational problems today is the under achievement of many children due to an insufficiently stimulating home environment. The few schemes that have tried to tackle educational deprivation have approached the problem from outside rather than inside the family unit. Little progress has been made, because the home environment has remained the dominant influence.

A much more effective approach is to change the attitudes and child rearing patterns of future parents by introducing education for parenthood into the school curriculum. At present such education is either aimed at the organization of the domestic environment—making Victoria sponges or fitted wardrobes—or at the fundamentals of child care, telling future parents the way to feed, toilet train and bath their children.

This is useful, but has as its outcome the well cared for but intellectually deprived child, specimens of which may be seen on any housing estate; the child who has a clean face, new clothes, electric racing car and monosyllabic vocabulary.

What is needed is a course in parenthood which emphasizes the way in which the parent can affect the conceptual development of the child.

Ideas which educationists take for granted may be quite new to the average school leaver and eventual average parent. It is worth asking a class of senior pupils whether they can see any reason for a child of two or three being given crayons to scribble with, and illustrating the point with some typical toddler's graffiti. The answer is likely to be that it might keep the child quiet.

Future parents who see no connexion between scribbling, drawing and writing are not likely to associate looking at picture books with learning to read, let alone playing with water with concepts of spatial relationships.

Schools which offer subjects like social studies or human relations should not find it difficult to fit education for parenthood into their timetables. The aim should not be to produce a potential parent fluent in Malinowski's socio-linguistic theory. The best method involves anecdote, role playing, discussion and practical activities, with the eventual formulation of a few principles of child rearing.

As an example we can take the crucial question of language development. One could start by telling the class about the so-called "wolf-child" (this is too macabre to fail to gain interest) and describing its limited grunts. The class will enjoy joining in. This leads to a discussion about why wolf-children and deaf children find it hard to talk. The usual conclusion is that children learn to talk only if talked to enough.

"Enough" refers here to quantity. Qualitative criteria are best examined through role playing. Someone can take the two-year-old's part—there will be all too many volunteers—and others play the parts of parents answering questions, giving instructions, etc. This is tape-recorded and later criticized. Tapes of real parent-child interaction can also be used.

To conclude the topic, children should formulate their own list of "rules for talking to children". For example: talk to them as much as you can; answer their questions and always try to give reasons; do not speak in the childish a way; get them to talk to you. This might seem simplistic if not to say banal to the socio-linguist, but even if partially followed by a parent it could result in much improved opportunities for the child.

Other topics to be included in the course might be as follows: playing and toys; learning to read and write; using books; discipline and control; exploration and visits; helping with schoolwork. The course could culminate in a handbook or project file, which could possibly be used in later life. More realistically, only a few recollections might remain.

However, if beneficial modifications of child rearing patterns did occur, this would affect the child from birth and for 24 hours a day. That is something which a programme of outside intervention, aimed at the child rather than the parent, can never hope to achieve.

A. M. Evans teaches English at Malmesbury Upper School, Wiltshire.

Language scheme

Mark Masidlover

Language skills have become the focus of attention at all levels in education. At ESN(S) schools there is a particular need for emphasis on this area of the curriculum, as most of the pupils have problems in acquiring normal language. This is one of the reasons for the increasing use of language programmes such as Peabody and Distar at the schools.

Both were designed for mildly retarded or deprived children, and although they can be adapted effectively for some ESN(S) children, others seem to require a different approach. The younger and less able children may understand only a small proportion of the sentences used in the early lessons of either programme. There are children who for some physical or emotional reason do not speak.

To meet these and other difficulties a scheme was developed, geared to the abilities and problems of ESN(S) children. It sets out to teach sufficient rules of language to allow a child to cope with everyday situations and the linguistic demands of the programmes mentioned.

It consists of methods of teaching a wide range of basic sentence patterns, appropriate equipment (toys, pictures, etc), assessment devices and booklets to record progress, and printed descriptions of language activities which are sent to parents.

The language content and sequence of teaching are based on studies of child language. The approach is strictly pragmatic; methods of teaching are included or discarded depending on their success with the children. The sequence of teaching derived from normal development is not rigidly applied but adapted according to the pattern of abilities of the child.

There are a variety of methods of teaching the language structures. This provides additional flexibility, allowing the teacher to cater for different levels of intelligence and individual interests. There are, however, methods and sequences of teaching which work well with most children. These are treated as a standard route from which deviations are made whenever necessary.

The Derbyshire Language Scheme (DLS) is a workable teaching programme evolved in an ESN(S) school at minimum cost and with no major changes in school routine. It was designed by a teacher of ESN(S) children (Mrs W. Knowles) who has been using it at Parkwood School, Alfreton, for the past two and a half years, and myself. During this time there have been improvements in the language of all the children, though it is difficult to assess to what extent the progress is a result of teaching and not simply due to maturation.

There are indications that the DLS is having a marked influence on language development. Many parents have commented on the change in their child's language within weeks of their inclusion. Some of these children were receiving "language stimulation" before their transfer to Parkwood (from other schools, home teachers, etc). It seems likely that it is the particular approach used rather than any form of language stimulation. Most children make steady progress in language, although some have periods when no change is apparent. However, the only children who have regressed during holidays are those whose parents do not cooperate with the school by providing similar activities at home.

There are several whose progress in language is so rapid and so obviously related to the content of the DLS that it seems justifiable to suggest a cause and effect relationship. One such young girl only appeared to learn her rules of language from the scheme. Up to recently, she did not seem to be able to abstract these from the language she heard every day.

The scheme has coped with nonspeaking children by providing a large collection of "comprehension only" activities. These permit the child to indicate understanding of a language structure by a non-verbal response, such as pointing or carrying out an action. The activities cover many different types of sentences and are finely graded according to their level of complexity. This allows the teacher to assess fairly precisely a child's language comprehension, and improve it systematically alongside therapy intended to alleviate any speech impediment.

The DLS has sufficient flexibility to deal with the problems of most pupils at the school. Generally children who have reached its upper levels can participate meaningfully in either Peabody or Distar. The scheme has to a large extent fulfilled its original aims. A further extension is planned, to provide for those children who with its help have outgrown the original limited linguistic objectives.

Mark Masidlover is a psychologist in the Derbyshire Educational Psychology Service.

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Nursery Education

Headships

HERTFORDSHIRE COUNTY COUNCIL
ST. ALBANS DIVISION
LONDON COLNEY NURSERY SCHOOL
London Colney, St. Albans

Applications invited for the HEADSHIP of this Group 2 nursery school vacant from 1st September on retirement of present holder.

Application forms and further details from Divisional Education Officer, Civic Centre, St. Albans, on receipt of stamped addressed envelope.

NEWHAM
(London Borough of)
WELLSTEAD NURSERY SCHOOL
Wellstead Road, London, E.6
(90 places; 180 part time possible maximum)

This new Group 3 school is due to open in the Autumn term, 1977, and a HEAD TEACHER is required from that time.

It is essential that applicants for this post should have had teaching experience in either a nursery school or class.

Burnham Scales plus London Allowance £402 plus Annual Supplement £312.

Application forms may be obtained from the undersigned and should be returned by 25th February, 1977.

J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BQ.

made with effect from April, 1977, or earlier if possible.

London Allowance payable, £402. Removal expenses, 100 per cent allowed.

Application forms (stamped addressed envelope) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N17, to whom the forms should be returned as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
SITTINGBOURNE, THE OAKS C.P. INFANT SCHOOL
Gore Court Road, Sittingbourne.

TEACHER required for NURSERY CLASS, commencing Summer Term 1977. Interested in the practical training of N.N.E.B. students.

Application forms from Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne.

SHEFFIELD
EDUCATION
HAMMERTON N.I. SCHOOL
[illegible] Road
Sheffield, S[illegible]

An experienced infant TEACHER is required to be responsible for one of the following:

(a) LANGUAGE DEVELOPMENT and COMMUNICATION SKILLS
(b) [illegible] EDUCATION
(c) PHYSICAL EDUCATION

A Scale 3 plus [illegible] Allowance post may be offered to a person with suitable qualifications and experience.

Application forms are obtainable from the Head Teacher to whom they should be returned as soon as possible.

Other Appointments

HARINGEY
(Borough of)
WOODLANDS PARK NURSERY CENTRE
Woodlands Park Road, Tottenham N15

NURSERY TEACHERS required for this exciting new Nursery Centre, due to open early this year. Experience with the pre-school child in both the traditional Social Services and Educational fields would be an advantage. A shift system will be worked between 8 am and 6 pm throughout the whole year and the usual holiday entitlement (12 weeks) will be taken by arrangement with the Head of the Centre. One Scale 2 post available for suitable candidate. Appointments will be

Primary Education

Headships

BEDFORDSHIRE
EDUCATION SERVICE
[illegible] JUNIOR SCHOOL
[illegible] Road, Luton LU3 [illegible]
HEADSHIP
Group 5
From September, 1977

Applications are invited for the HEADSHIP of this Group 5 Junior School which caters for children aged 7-11. Estimated roll September, 1977: [illegible] pupils.

Application form and further particulars obtainable from: D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford.

Closing date: [illegible] February, 1977.

BEDFORDSHIRE
EDUCATION SERVICE
ST. JAMES'S (C of E) LOWER SCHOOL
Biddenham, Nr. Bedford
Group 1

From 1st September 1977 (or earlier, if possible)

The Managers invite applications from communicant members of the Church of England, for the HEADSHIP of this Group 1 Lower School, which caters for pupils aged 5 to 10. Estimated number on roll September 1977: 41 pupils.

The school is due to become a 5 to 9 Lower School in September 1977.

Application form and further particulars obtainable from: D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford. Closing date 22nd February, 1977.

BEDFORDSHIRE
EDUCATION SERVICE
STUDHAM V.C. PRIMARY SCHOOL
Studham, Dunstable, Bedfordshire
(Group 2)

From September, 1977.

Applications are invited for the HEADSHIP of this Group 2 Voluntary Controlled Primary School which, at present, caters for children aged 5-11. Estimated roll September, 1977: [illegible] pupils.

Under the Authority's re-organisation plans the School is due to become a 5-9 Lower School in September, 1978.

Application form and further particulars from:

D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford.

Closing date: 21st February, 1977.

BERKSHIRE
ST. TERESA'S R.C. PRIMARY (Aided)
Easthampstead Road, Wokingham.
For September. (Roll 210).

Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD TEACHER of this Group 4 Primary School.

Lodging allowance and removal expenses schemes in operation.

Application forms and further details from the District Education Officer, Wokingham District Education Office, Reading Road, Wokingham (stamped addressed envelope). Please quote: WSA 1606. Closing date: 21st February, 1977.

BEXLEY
(London Borough of)
NORTHUMBERLAND HEATH INFANT SCHOOL
HEAD TEACHER, Group 4

Applications are invited from experienced TEACHERS for the post of HEAD TEACHER.

Appointment to commence from Autumn Term 1977, i.e. 1st September.

Application forms and further details from Chief Education Officer for Schools (T.S.), Town Hall, Crayford, Kent, to whom they should be returned by Friday, 11th February.

CAMBRIDGESHIRE
CAMBRIDGE AREA

Applications are invited for the following HEADSHIPS to commence at Easter or September:—

CALDECOTE COMMUNITY PRIMARY SCHOOL
(Group 2: 73 on roll)
DITTON LODGE COUNTY FIRST SCHOOL
(Group 3, 119 on roll)
WILBURTON C.E. (C.) PRIMARY SCHOOL
(Group 2: 54 on roll)

Application forms and details from Senior Area Education Officer, Shire Hall, Cambridge CB3 0AP (stamped addressed envelope, please), returnable by February 14, 1977.

DEVON
BASSETTS FARM PARK PRIMARY SCHOOL
Exmouth

Applications are invited from suitably qualified persons for the post of HEAD TEACHER of the above-named school which it is anticipated will open in January 1978. The school will ultimately cater for approximately 300 pupils aged five to 11 years.

Headship (Group 4) £5,106 to £5,730.

The successful applicant will be expected to take up the appointment in September 1977.

Application forms and further information (stamped addressed envelope, please) from East Devon Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter (returnable by 14th February 1977).

DEVON
COPPLESTONE COUNTY PRIMARY SCHOOL
(Roll 130)

Applications are invited from suitably qualified persons for the post of HEAD TEACHER (Group 3) (£4,857 to £5,361).

The successful applicant will be expected to take up the appointment in September 1977.

Application forms and further information (stamped addressed envelope please) from East Devon Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter (returnable by 14th February 1977).

DEVON
FOXHAYES FIRST SCHOOL
Exeter

Applications are invited from suitably qualified and experienced persons for the post of HEAD TEACHER of the above-named school which it is anticipated will open in January 1978. The school will be accommodated in a building completed in 1971 which at present houses a Combined School for children aged five to 12 years. The first school will ultimately cater for approximately 280 children, aged five to eight years.

Headship (Group 0: £5,495 to £6,100).

The successful applicant will be expected to take up the appointment in September 1977.

Application forms and further information (stamped addressed envelope, please) from East Devon Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter (returnable by 14th February 1977).

DEVON
PYWORTHY C. OF E. (C.) PRIMARY SCHOOL
(Roll, 39; Group 1)

HEAD TEACHER required April or September.

Application forms and further particulars (stamped addressed envelope, foolscap, required) from Area Education Officer, Victoria Chambers, Barnstaple EX31 1BH.

DONCASTER
EDUCATION COMMITTEE
STAINFORTH WESTGATE FIRST SCHOOL
Junction Road, Stainforth
Doncaster, DN7 5BH
Telephone: Doncaster 841425

Required for the Summer Term 1977 or as soon as possible thereafter.

HEAD, Group 5.

Applications are invited from suitably qualified TEACHERS for the post of HEAD at the above Group 5 school.

Further details and application forms available from: The Director of Education, Princegate, Doncaster, DN1 3EP.

Closing date for applications, 11th February, 1977.

DORSET
HEAD TEACHER required from September, 1977, at Dorchester County Infant School (Group 4) to become a First School (five to nine), when reorganisation takes place, probably in September, 1980.

Assistance with removal and legal expenses.

For application form (to be returned by February 25) and further details send foolscap stamped addressed envelope to the Education Staffing Officer, County Hall, Dorchester, Dorset DT1 1XJ.

DORSET
HEATHLANDS JUNIOR SCHOOL
Springwater Road, Bournemouth.
Appointment of HEADTEACHER. (Group 5 (No. on Roll 367)

Required for September 1977 HEADTEACHER for this school for pupils aged 8 to 11 years. Salary Group 5 plus Social Priority Allowance. Assistance with removal and legal expenses.

Application forms and further particulars from the Staffing Officer (on receipt of stamped addressed envelope), Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth, to be returned by 20th February 1977.

ESSEX
WEST AREA
[illegible] STREET COUNTY JUNIOR SCHOOL
Little Grove Field, Harlow
(Roll 369) Group 5

HEAD for this Junior School with effect from September 1, 1977.

Closing date February 18, 1977.

Application forms and further details of this post may be obtained from the County Education Officer, PO Box 47, Market Road, Chelmsford.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
ABEL SMITH JUNIOR MIXED AND INFANT SCHOOL
Churchfield, Hertford

HEAD required from 1st September, 1977. Group 5. Salary £5,496 to £6,128 (including £312 supplement), plus £150 fringe allowance.

Application forms and further particulars from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford SG13 8BQ.

Closing date 24th February, 1977.

HERTFORDSHIRE
SHEPHERD INFANTS' SCHOOL
Middleton Road, Mill End, Rickmansworth

Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD TEACHER of this Group 4 School from September, 1977. The post will become vacant on the retirement of the present Head.

Application form and further details from the Divisional Education Officer, Little Cassiobury, Hempstead Road, Watford WD1 3EY.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Appointment of HEAD TEACHERS
GILLINGHAM DIVISION
BARNSOLE COUNTY PRIMARY INFANTS'
Group 5. Roll 309.

Appointment to take effect from 1st September, 1977.

Application forms and further particulars from Divisional Education Officer, Municipal Buildings, Gillingham, to whom they should be returned by 18th February, 1977.

TONBRIDGE AND MALLING DIVISION
ST. STEPHEN'S COUNTY PRIMARY JUNIOR SCHOOL
Tonbridge
(Group 4)

Applications are invited from experienced TEACHERS for the post of HEAD TEACHER to commence duties for Summer 1977 (that is 20th April).

Application forms (stamped addressed envelope) obtainable from Divisional Education Officer, Tonbridge and Malling Division, 123 High Street, West Malling, Maidstone, Kent. Closing date for applications: 18th February 1977.

ilea
Inner London Education Authority

For teaching posts in Inner London

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Classified Advertisements

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Display in classified advertisements £3.80 per single column cm (minimum space 9.5 cm double column at £72.20).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space.

Copy should be sent to:—

The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ,
by Monday for the following Friday's issue.

BOROUGH OF HARINGEY

WOODLANDS PARK CENTRE
Woodlands Park Road, Tottenham, N.15

DEPUTY HEAD OF CENTRE

£3,894–£5,286

Applications are invited from qualified and experienced teachers for the post of Deputy Head of this exciting new Nursery Centre, due to open early this year, which has been planned by Social Services and Education. Experience with the pre-school child in both the traditional Social Services and Educational fields would be an advantage. A shift system will operate between 8.00 a.m. and 6.00 p.m. during the whole year and the usual holiday entitlement (12 weeks) will be by arrangement with the Head of Centre. The appointment will be made with effect from April 1977 or earlier if possible. Salary will be in accordance with Burnham Deputy Head Teacher Scale (Group 2) plus £402 London Allowance plus a special addition of £300.

Removal expenses, 100 per cent allowed.

Application Forms (s.a.e.) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N17, to whom the forms should be returned as soon as possible.

LONDON BOROUGH OF

CROYDON

EDUCATION COMMITTEE

Applications are invited for the following

HEADSHIP

teneble from 1st September 1977

WADDON INFANTS SCHOOL
Purley Way, Croydon, Surrey

Salary: Head Teacher Scale Group 4 and a London Allowance of £297 is payable together with a special allowance of £312. The Social Priority Allowance applies at the present time, but may be subject to any variation made by the Burnham Committee.

Reasonable removal expenses will be reimbursed (details on request).

Application forms and further details from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TP.

Closing date: Friday 18th February, 1977.

ilea INNER LONDON EDUCATION AUTHORITY

ST. JOSEPH'S RC (JM&I) SCHOOL
Macklin Street, WC2

Headship

Applications are invited for the headship of this school which will become vacant from September, 1977, owing to the retirement of the present headmistress. Burnham Group 4. Roll 205.

Applicants should hold the Catholic Teachers Religious Certificate and *must be practising Catholics.*

Application forms are obtainable from and returnable to the Rev. Correspondent, c/o the school. Closing date for return of completed application forms February 25, 1977.

County of Cleveland

PRIMARY SCHOOL
HEAD TEACHER
(GROUP 6)

HAREWOOD INFANT SCHOOL, Thorntree Road, Thornaby, Cleveland TS17 8AP

Applications are invited from suitably qualified and experienced teachers for the above post which will become vacant from September, 1977. The school which was built in 1962 serves a catchment area of private and council housing. There is a large nursery unit and a small special education unit attached to the school.

Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, not later than 18th February.

PRIMARY SCHOOLS

HEADSHIPS

CUSTOM HOUSE INFANT SCHOOL

Freemasons Road, London E16 3NA
Roll 130, plus 40 part-time Nursery Places
Required as soon as possible:

HEADTEACHER
GROUP 3
BURNHAM SCALES
Plus LONDON ALLOWANCE £402
Plus ANNUAL SUPPLEMENT £312
Plus SOCIAL PRIORITY ALLOWANCE £201 or £276

Application forms may be obtained from the undersigned and should be returned by February 19th, 1977.

J. S. WILKIE, M.A., Ph.D.,
Director of Education.

Education Offices, Broadway,
Stratford E15 4BH.

LONDON BOROUGH OF NEWHAM

PRIMARY
Headships
continued

LEICESTERSHIRE

HEADSHIP
[illegible] PRIMARY SCHOOL
Leicester Forest East, near Leicester
HEAD required August. [illegible] children. Group 6. Vacancy due to retirement of present Head.
Details on request.
Apply [illegible] with full particulars and names and addresses of two referees to Director of Education, County Hall, Glenfield, Leicester, LE3 8RF, by 22nd February (stamped addressed envelope).

LINCOLNSHIRE

LONG SUTTON COUNTY PRIMARY SCHOOL
HEAD TEACHER
Group 5, £5,196 to £6,120
(350 on Roll)
For September. HEAD TEACHER for 11 class School in small market town. Closing date 10 February, 1977.
Forms and further particulars from the Divisional Education Officer, County Hall, Boston, Lincs. [illegible] on receipt of stamped addressed envelope.

LINCOLNSHIRE

HEADSHIP
NORTH COUNTY PRIMARY SCHOOL
Ropery Road, Gainsborough
Burnham Group 6
(£5,[illegible] to £6,[illegible])
(Number on roll 380)
Applications are invited from suitably experienced TEACHERS for appointment as HEAD TEACHER of the above school to take up duty on 1 September, 1977.
Application forms and further details available on receipt of stamped addressed envelope from the Divisional Education Officer, 4 Lindum Road, Lincoln, LN2 1NL. Closing date for receipt of applications 28 February, 1977.

MANCHESTER

ALL SAINTS' C. of E. (AIDED) PRIMARY SCHOOL
Newton Heath, Manchester 10
HEAD TEACHER required from September 1st or earlier. Group 4. Should be communicant in C. of E.
Application forms from Chief Education Officer, Crown Square, Manchester M60 3BB. Returned to Mrs E. [illegible], 14 Windsor Road, Manchester 10, by February 28.

NORTH YORKSHIRE
(County of)
Applications are invited from suitably experienced TEACHERS for the following post —
C.E. CONTROLLED PRIMARY SCHOOL
(Group 2)
Topcliffe
near Thirsk Ripon
HEAD TEACHER
Send stamped addressed envelope for form. Completed forms required within fourteen days of this advertisement. County Education Officer, County Hall, Northallerton.

NORTH YORKSHIRE
(County of)
Applications are invited from suitably qualified Catholics for the following post:
HEAD TEACHER
HARROGATE, ST ROBERT'S RC PRIMARY SCHOOL
(Group [illegible])
Send stamped addressed envelope for form.
Completed forms required within fourteen days of this advertisement. County Education Officer, County Hall, Northallerton.

NORTH YORKSHIRE
(County of)
Applications are invited from suitably experienced TEACHERS for the following post (Available September, 1977).
[illegible] METHODIST CONTROLLED PRIMARY SCHOOL
(Group 5)
HEAD TEACHER
Send stamped addressed envelope for form. Completed forms required within 14 days of this advertisement. County Education Officer, County Hall, Northallerton.

OLDHAM
Metropolitan Borough of
EDUCATION COMMITTEE
EAST CROMPTON ST. [illegible] C.E. PRIMARY SCHOOL
George Street, Shaw, Oldham
Required for September 1977, HEAD for this Church of England Aided Primary School of about 200 infant and junior pupils. The vacancy occurs on the retirement of the present Head. Applicants must be communicant members of the Church of England in addition to possessing appropriate experience and administrative capability. Salary will be in accordance with scale for Heads of Group 5 schools. Previous applications will remain under consideration.
Send stamped addressed envelope for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to Rev. A. J. Morleen, C.Eng., M.I.Struct.E., St. James Vicarage, St. James Street, Shaw, Oldham by 22nd February, 1977.

ROTHERHAM
METROPOLITAN BOROUGH
DEPARTMENT OF EDUCATION
BRAMPTON ELLIS VOLUNTARY AIDED C. OF E. INFANT SCHOOL
Required for September, 1977: HEAD TEACHER, Group 3.
Applications are sought from practising churchgoing Christians, preferably, though not necessarily Anglicans.
Closing date: 5th March, 1977.
Application forms available from the Principal Recruitment Officer, Education Offices, Municipal Offices, Howard Street, Rotherham Tel. 2121 Ext. 3507, and are to be returned to the Correspondent, The Rev. E. E. Wand, Brampton Vicarage, West Melton, Rotherham, South Yorks S63 6AW.
D. W. Ellis, Director of Personnel Resources

ST. HELENS
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
PRIMARY SCHOOLS HEADTEACHER
ST. ANNE'S R.C. (AIDED) INFANTS' SCHOOL
(Group 4)
A nursery unit is to be added to the school this year.
Applications to be returned to The Rev. Father A. Lane, C.P., St. Anne's Retreat, Monastery Lane, Sutton, St. Helens by 28th February, 1977.
DEPUTY HEADTEACHER
RECTORY C.E. (AIDED) PRIMARY SCHOOL
(Group 6)
Applications to be returned to The Rev. E. Eaton, The Rectory, Ashton-in-Makerfield, Nr. Wigan. Closing date for applications 23rd February, 1977. These posts should take effect from September 1, 1977.
Application forms and further details are available from the Director of Education, Education Department, Century House, Hardshaw Street, St. Helens, Merseyside WA10 1RN.

SANDWELL
(Metropolitan Borough of)
HOLY TRINITY C.E. PRIMARY SCHOOL
Trinity Road, West Bromwich, West Midlands
Required for September, 1977, HEAD TEACHER, Group 4.
Application forms and further details available from, and returnable to, the Director of Education, Education Department, P.O. Box 41, Highfields, High Street, West Bromwich, West Midlands, B70 8RD. Closing date 28th February, 1977.

Education Department

Headteachers

Worksop Abbey C. of E. (Controlled) Junior School

Memorial Avenue, Worksop, Nottinghamshire
Qualified teachers are invited to apply for appointment as Headteacher of the above school.
Number on roll: 445 Salary Group: 9
Vacancy to be filled Summer Term, 1977, or as soon as possible thereafter.

Croft Primary School

Station Road, Sutton in Ashfield, Nottinghamshire
Qualified teachers are invited to apply for appointment as Headteacher of the above school.
Number on roll: 290 Salary Group: 5
Vacant: Summer Term 1977, to be filled as soon as possible thereafter.

Brinkhill Junior School

Greencroft, Clifton Estate, Nottingham
Qualified teachers are invited to apply for appointment as Headteacher of the above school.
Number on roll: 250 Salary Group: 5
Vacant: Summer Term, 1977, to be filled as soon as possible thereafter.

Application forms and further details for all posts may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Closing Date: 18th February, 1977.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

The London Borough of Redbridge is a pleasant residential area in North-East London with easy access to the West End and the Essex countryside. Help will be given in finding accommodation with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London Allowance payable.

Applications are invited from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

Deputy Headship

Roding Infants' School, Roding Lane, Woodford Bridge. No. on Roll 138. Group 4

Application forms from and returnable to Chief Education Officer, Education Office, 255/259 High Road, Ilford, Essex IG1 1NN, by 11th February, 1977.

Redbridge
London Borough

HAMPSHIRE

Shirley Warren First School
HEAD TEACHER—GROUP 3

Required for September 1977
S.A.E. for details and application forms to The Area Education Officer, Southampton Area Education Office, Arundel Towers North, Portland Terrace, Southampton SO9 4XE.
Closing date 21 February.

Burnham Copse County Infant School Newchurch Road, Tadley Nr. Basingstoke
HEAD TEACHER—GROUP 4

Required 1 September, 1977
S.A.E. for full details and application form to Area Education Officer, Sun Alliance House, 41 Wote Street, Basingstoke.
Closing date 23 February.

Rowledge C.E. (Controlled) First School School Road, Rowledge, Farnham Surrey
HEAD TEACHER—GROUP 4

Required for September 1977
Application forms and further particulars are obtainable from The Area Education Officer, Southgate House, St. Swithun St., Winchester (a foolscap s.a.e. would be appreciated) to whom they should be returned by 16 February.

Weeke County Infants School Stoney Lane, Weeke, Winchester
HEAD TEACHER—GROUP 4

Required for September 1977
Application forms and further particulars are obtainable from The Area Education Officer, Southgate House, St. Swithun St., Winchester (a foolscap s.a.e. would be appreciated) to whom they should be returned by 16 February.

Silchester C.E. (Aided) Primary School Silchester, Nr. Reading, Berks.
HEAD TEACHER—GROUP 4

Required 1 September, 1977
S.A.E. to Area Education Officer, Sun Alliance House, 41 Wote Street, Basingstoke.
Closing date 16 February.

Locks Heath County Junior School
HEAD TEACHER—GROUP 5

Details and application form from Area Education Office, Walpole Road, Gosport (S.A.E. please).
Closing date 21 February.

Northern Parade First School
HEAD TEACHER—GROUP 6

Required from September 1977
Application form and details from the Area Education Officer, 17/18 Western Parade, Portsmouth PO5 3JD.
Closing date 29 February.

Hythe County Primary School Hythe, Nr. Southampton SO4 6BL
Number on roll 390
HEAD TEACHER—GROUP 6

Required for September 1977
Full details and application forms obtainable from the Area Education Officer, Cannon Street, Lymington, Hampshire.
Closing date 18 February.

PRIMARY
Headships
continued

SOUTH TYNESIDE
(Borough of)
EDUCATION DEPARTMENT
STANHOPE COUNTY JUNIOR MIXED SCHOOL
HEAD TEACHER (Group 6)
VALLEY VIEW COUNTY JUNIOR MIXED SCHOOL
DEPUTY HEAD (Group 6)
Applications are invited for the above posts from suitably qualified and experienced TEACHERS. Successful candidates to commence duty as soon as possible.
Application forms may be obtained by sending a stamped addressed envelope to the Director of Education, Town Hall, Jarrow NE32 3LE. Completed forms should be returned within 14 days of the appearance of this advertisement.

SOUTH TYNESIDE
(Borough of)
EDUCATION DEPARTMENT
[illegible] JUNIOR MIXED SCHOOL
HEAD TEACHER—Group 6.
Applications are invited for the above post from suitably experienced TEACHERS. The successful candidate will be required to commence duty September, 1977.
Application forms may be obtained by sending a stamped addressed envelope to the Director of Education, Town Hall, Jarrow NE32 3LE. Completed forms should be returned within 14 days of the appearance of this advertisement.
[illegible] Director of Education

WARWICKSHIRE
APPOINTMENT OF HEAD
ST. AUSTIN'S R.C. (AIDED) FIRST SCHOOL
Beehive Hill, Birmingham Road, Kenilworth
Applications are invited from suitably qualified and experienced TEACHERS (R.C.) for the post of HEAD of this Group 2 School (75 on roll) with effect from September, 1977.
On receipt of stamped addressed envelope, application forms and further particulars can be obtained from the Correspondent to the Managers, Mr [illegible], St. Austin's Presbytery, Birmingham Road, Kenilworth, CV8 1BL, to whom completed forms should be returned by 11th February, 1977.
[illegible] County Education Officer, 22 Northgate Street, Warwick.

WEST SUSSEX
SOUTHERN AREA
[illegible] COUNTY FIRST SCHOOL
Worthing
Required September HEAD TEACHER for this new, developing Group 4 first school with eventual roll of 210.
Form and particulars from Area Education Officer, 7 Chapel Road, Worthing, on receipt of foolscap stamped addressed envelope returnable to him as soon as possible.

WILTSHIRE
CHRIST THE KING, R.C. PRIMARY SCHOOL
Amesbury
(Group 5 Number on Roll: 240)
HEAD TEACHER required for September, 1977. Closing date February 18, 1977.
Further details and application forms from Chief Education Officer, County Hall, Trowbridge (on receipt of stamped addressed envelope).

Deputy Headships Senior Masters/Mistresses

BERKSHIRE
CLEWER GREEN C.E. (AIDED) PRIMARY SCHOOL
Windsor.
For April, for this Group 4 (£3,[illegible]) [illegible] school to be reorganised in September 1977 as a full school [illegible]. Roll at present 175 mixed.
London Fringe Allowance £[illegible] p.a. Assistance with removal expenses in approved cases.
Forms and further details from District Education Officer, Old British School, Victoria Street, Windsor (stamped addressed envelope). Closing date 14th February.

BURY
(Metropolitan Borough of)
[illegible] LANE COUNTY PRIMARY SCHOOL
[illegible] Lane, [illegible]
Number on roll—[illegible]
Required for 1st September, 1977—
DEPUTY HEAD TEACHER
Application forms and further details obtainable from and returnable to the Director of Education, Education Department, Athenaeum House, Market Street, Bury, by the 18th February, 1977.

CROYDON
(London Borough of)
ST [illegible] R.C. PRIMARY SCHOOL
[illegible] Gardens, South Norwood, London, S.E.25
Tel. 01-771 3470
Tenable: 19th April 1977
Applications are invited from well-qualified and enthusiastic TEACHERS with suitable experience for the post of DEPUTY HEAD in this newly opened Catholic primary school. Applicants should hold the Catholic Teachers' Certificate in Religious Studies.
Salary—Deputy Headship Group 4 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address by 18th February, 1977.

DORSET
WESTHAVEN COUNTY INFANT SCHOOL
Hereford Road, Weymouth
DT4 0DB
DEPUTY HEADTEACHER, Group 4, required from September, 1977.
Assistance with removal and legal expenses.
For application form (to be returned by 25 February) and further particulars, send stamped addressed foolscap envelope to the Headmistress.

EALING
(London Borough)
EDUCATION SERVICE
OAKLANDS FIRST SCHOOL
Oaklands Road, Hanwell, W7 2DP
DEPUTY HEAD TEACHER required for September, 1977 or earlier if possible.
Group 3 salary plus London Allowance and Social Priority payment.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Application forms (stamped addressed envelope) from Head Teacher, to be returned as soon as possible.

EAST SUSSEX
EASTBOURNE AREA
HANKHAM COUNTY PRIMARY SCHOOL
Hankham, Pevensey
For September, 1977, DEPUTY HEAD TEACHER (Group 2) to be responsible for the INFANT DEPARTMENT. Music an advantage.
Relocation grants available in approved cases.
Further details and application form (stamped addressed envelope, please) from the Area Education Officer, Education Office, Grove Road, Eastbourne, BN21 4TN, to whom completed form should be returned by 21st February.

ESSEX
EPPING COUNTY JUNIOR SCHOOL
(Roll 290)
St John's Road, Epping
Telephone: Epping 2[illegible]
DEPUTY HEAD
Required Summer, 1977 — Applicants should state areas in which they can offer most to this well-established school (Group 4). (Previous applicants will be reconsidered, if they so indicate.)
Further particulars and application forms from the Head Teacher at the school. Closing date February 16, 1977.
LIMES FARM COUNTY INFANT SCHOOL
(Roll 214)
Limes Avenue, Chigwell
Tel. 01-500 1115
DEPUTY HEAD
Group 4. Required April, 1977, at this semi-open-plan school. Fringe Allowance payable.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.
Closing date February 18, 1977.

GLOUCESTERSHIRE
DEPUTY HEAD TEACHER from 20th April, 1977, for —
HARDWICKE PAROCHIAL (AIDED) PRIMARY SCHOOL
Hardwicke, Gloucester
[illegible] on roll 5 to 11 years. Group 4.
Juniors class. Boys' Games and of Mathematics an advantage.
Forms from and returnable to Mr [illegible], [illegible], Poplar Way, Hardwicke, Gloucester. Enclose stamped addressed envelope.

HERTFORDSHIRE
ST [illegible] J.M.I. V.A. School
(Group 5)
[illegible] Road, Boreham Wood
[illegible] allowance area
DEPUTY HEAD TEACHER required. Applications are invited from qualified experienced TEACHERS who must be practising Catholics. The ability to organise boys' games will be an advantage.
Help with housing in certain cases.
Application forms from the Clerk to the Governors, [illegible] Road, Boreham Wood, Hertfordshire.
Closing date for reception applications two weeks after the appearance of this advertisement.

HERTFORDSHIRE
ST ANTHONY'S R.C. J.M.I. SCHOOL
Croxley View, Watford
DEPUTY HEAD (Group 4) required for this 3 year old developing school. Applicants should be Catholic, have some infant experience and be interested in team teaching in an open plan infant or junior unit.
Application forms and further details available from the Divisional Education Officer, [illegible], Hempstead Road, Watford (Tel Watford [illegible]) to be returned immediately.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
NORTHDOWN C.P. SCHOOL
Millmead Road, Margate, Kent
Group 7 Roll 510
DEPUTY HEAD TEACHER required from 1st September 1977. School opened in 1973.
Application forms from the Divisional Education Officer, [illegible], The Vale, Broadstairs, Kent CT10 [illegible]
Please return to Headmaster by 25th February, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE & MALLING DIVISION
[illegible] PARK C.P. JUNIOR SCHOOL
[illegible] Way, Tonbridge Wells
Group 6
Vertically grouped, mixed ability first and second year juniors working an unstreamed day.
DEPUTY HEAD required from September. Application forms from the Headmaster (stamped addressed envelope), returnable by February 18.

LEICESTERSHIRE
DEPUTY HEADSHIPS
DEPUTY HEADS required at the following new Primary Schools opening August, 1977:
(1) ANSTEY NEW PRIMARY SCHOOL
Provisional Group 4
(2) LEICESTER NORTHERN AREA NEW PRIMARY SCHOOL
Provisional Group 6
Details on request.
Apply on forms with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by February 15 (stamped addressed envelope).

LIVERPOOL
OUR LADY OF THE ASSUMPTION R.C. INFANTS SCHOOL
[illegible] Avenue
Liverpool 25
Required for Summer Term DEPUTY HEAD TEACHER
(Group 4)
Forms and particulars obtainable (stamped addressed envelope) from the Director of Education, 14 Sir Thomas Street, Liverpool 1, and returnable by the [illegible] to Rev. [illegible], Our Lady of the Assumption Presbytery, [illegible] Road, Liverpool 25.

NORTH YORKSHIRE
(County of)
RICHMOND C.P. SCHOOL
Applications are invited from suitably qualified TEACHERS for the post of DEPUTY HEAD TEACHER
(Group 6)
Send stamped addressed envelope for form to County Education Officer, County Hall, Northallerton, to whom they should be returned within 10 days of the appearance of this advertisement.
HARROGATE AREA
[illegible] COUNTY J & I SCHOOL
(Group 3)
(near Harrogate)
Applications are invited from suitably experienced TEACHERS for the post of DEPUTY HEAD TEACHER.

The person appointed will be expected to take up duty at the beginning of the Summer Term on the 18 April 1977 and will be in charge of the Infant Department.
Application forms (stamped addressed envelope please) obtainable from the Area Education Officer, 69 Grove Road, Harrogate, North Yorkshire HG1 5EP, to whom completed forms should be returned within fourteen days of the appearance of this advertisement.

SHEFFIELD
EDUCATION
NORTON FREE JUNIOR AND INFANT SCHOOL
Matthews Lane, Sheffield S8 8JS
As a result of the promotion of the present holder, applications are invited from suitably qualified and experienced TEACHERS for the post of DEPUTY HEAD of this Group 4 Church of England controlled school. It is hoped that an appointment can be made for Easter or as soon as possible thereafter.
Application forms may be obtained from the Chief Education Officer, PO Box 67, Leopold Street, Sheffield S1 1RJ, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

SUFFOLK
COUNTY COUNCIL
RANELAGH COUNTY PRIMARY SCHOOL
Paul's Road, Ipswich, IP2 0AN
(Roll 254)
Headmaster: I. A. Tombs
DEPUTY HEAD TEACHER required September 1977 for this Group 5 school.
Application forms and details obtainable from the Head at the school (stamped addressed envelope, please). Closing date for applications 25th February 1977.

SUFFOLK
COUNTY COUNCIL
THE DELL PRIMARY SCHOOL
(Group 6)
(360 on roll: five to 11 years)
Head Teacher
Mrs. M. Sanders, B.A.
DEPUTY HEAD TEACHER required from September 1977. Vacancy due to retirement of present holder of post.
Application forms and further details available from the Head Teacher, The Dell Primary School, Oulton Road, Lowestoft (stamped addressed envelope), to whom they should be returned as soon as possible.

WILTSHIRE
COUNTY COUNCIL
SALISBURY ST MARK'S CONTROLLED JUNIOR SCHOOL
Somerset Road, Salisbury, Wilts.
Group 6
Number on roll [illegible]
DEPUTY HEAD required from September 1977.
Application forms and further details (stamped addressed envelope) from Headmaster. Closing date 22nd February.

WILTSHIRE
(Re-advertisement)
LAVERSTOCK ST. ANDREW'S C.E. PRIMARY SCHOOL
Church Road, Laverstock, Salisbury, Wiltshire
(Group 3. Number on Roll: 163)
DEPUTY HEAD TEACHER from April, 1977.
(Vacancy due to promotion of present holder.)
Applications are invited from well qualified and experienced TEACHERS for the above post at this Church Aided school.
Application forms and further details from the Chief Education Officer, County Hall, Trowbridge, Wilts (stamped addressed envelope please). Previous applicants need not apply.

Heads of Department

SOLIHULL
EDUCATION COMMITTEE
[illegible] JUNIOR SCHOOL
Windmill Road, [illegible] Wood, Birmingham, B37 6AB
Required Easter 1977 TEACHER to be responsible for MUSIC throughout the Junior Department. Scale 3 post.
Application forms obtainable from the Director of Education, P.O. Box 20, Council House, Solihull, West Midlands, B91 3QU, and returnable to the Head of the school.

Other Posts on Scale 2 and above

BARKING
(London Borough of)
JOHN PERRY JUNIOR SCHOOL
Charles Road, Dagenham
(Roll 320)
Required for April 1977: Experienced class TEACHER for MUSIC and REMEDIAL WORK throughout this modern school in pleasant surroundings. Scale 2.
London Addition (£402 per annum). Reimbursement of removal expenses in approved cases.
Application form (stamped addressed envelope) available from the Deputy Chief Education Officer, Town Hall, Barking, Essex (returnable by 16th February 1977).

BRENT
(London Borough of)
SALUSBURY JUNIOR MIXED SCHOOL
Salusbury Road NW6 6RG
(Roll 251) Social Priority School
Required from Summer Term—Class TEACHER for Lower Juniors, with special interest in environmental studies. Scale 2 post available for suitable candidate.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc. travelling and lodging allowances.
Candidates should apply by letter to the Head of the School within seven days giving age, present post, qualifications, experience and referees.

CROYDON
(London Borough of)
COOMBE[?] OAKS JUNIOR SCHOOL
Bynes Road, South Croydon, Surrey, CR2 0PR
Tel. 01-688 3268
Tenable: 19th April 1977.
An enthusiastic TEACHER to be responsible for language development throughout the school and to assist with the library. The successful applicant will be involved with the development work and should be prepared to participate in all aspects of school activities.
Salary—Burnham Scale (2) with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address by [illegible].

DERBYSHIRE
EDUCATION COMMITTEE
ST JAMES C.E. (AIDED) JUNIOR SCHOOL
Highfield Street, Derby
TEACHER required from Easter, if possible, for Scale 2 post. Responsibility for MUSIC throughout the school.
Application forms (stamped addressed envelope please) and particulars available from, and should be returned to, the Headmaster by 11th February, 1977.

DEVON
RALEIGH WALTER DAW FIRST SCHOOL
(Roll 170)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER to lead and co-ordinate a two-teacher team with 6 to 8 year old children. Ability to maintain a high standard of children's art, craft and design would be an advantage.
Scale 2 post.
The successful applicant will be expected to take up the appointment in April 1977.
Application forms (stamped addressed envelope please) from Headmistress, Walter Daw First School, Wendwater Lane, Exeter, returnable by 11th February 1977.

DORSET
BLANDFORD C.E. (CONTROLLED) INFANT SCHOOL
(Roll 200)
The Milldown, Blandford, Dorset
TEACHER required from April, 1977.
GENERAL TEACHING post, Scale 2 responsibility for MUSIC. An understanding of the use of tuned percussion instruments and experimental music, as well as traditional music skills, would be an advantage.
Assistance with removal and legal expenses. For application form (to be returned to the Head Teacher by 11th February) send foolscap stamped addressed envelope to the Education Staffing Officer, County Hall, Dorchester, Dorset.

EALING
(London Borough)
EDUCATION SERVICE
GEORGE TOMLINSON FIRST SCHOOL
Melbury Avenue, Norwood Green, Southall, Middlesex
Required from April, 1977, a Scale 2 third-fourth-year CO-ORDINATOR.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.
Application forms obtainable from the Head Teacher at the school (stamped addressed envelope) to be returned as soon as possible.

HAMPSHIRE
FRINTHAM PARK COUNTY JUNIOR SCHOOL
Shakespeare Road, Popley 1, Basingstoke
Required as soon as possible: Scale 2 MUSIC CO-ORDINATOR.
Stamped addressed envelope to Head for details.

HERTFORDSHIRE
HOLYWOOD JMI SCHOOL
Bushey Mill Lane, Watford
Required Easter, TEACHER for Scale 2 post, experienced in nursery work to open new unit in place. Nursery unit.
Please write for application forms from the Divisional Education Officer, [illegible], Hempstead Road, Watford, to be returned as soon as possible to the Headmaster.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from qualified TEACHERS for the following post. GENERAL SUBJECTS. In addition to any other qualifications mentioned below, the [illegible] schools admit the full infant and junior age range and are County Schools.
Applications for specific posts should be submitted on Form C.I. to the Head Teacher at the address shown, unless otherwise stated. General applications should be submitted to the Divisional Education Officers.
ASHFORD DIVISION
WILLESBOROUGH COUNTY PRIMARY INFANTS' SCHOOL
Church Road, Willesborough, Ashford
Experienced TEACHER to be responsible for school library. Scale 2 post. Group 5 school in expanding area.
Application forms from the Headmistress (please enclose stamped addressed envelope).

LEICESTERSHIRE
BRENTON PRIMARY SCHOOL
[illegible] Road, Leicester
Scale 1–2
TEACHER in charge of nursery unit required April. Nursery experience desirable.
CALDECOTT JUNIOR
Caldecote Road, Braunstone, Leicester
Scale 3
Experienced TEACHER required April. Responsibility for Art, but please state other interests.
Further details from the Head. Apply immediately on forms with full particulars of the names and addresses of two referees (stamped addressed envelope).

LINCOLNSHIRE
KIRTON COUNTY PRIMARY SCHOOL
(310 on roll)
ASSISTANT TEACHER for Burnham Scale 2 (£2,967 to £3,534)
For April or September: Teacher to assist with Infant and Junior work as required. Scale 2 for suitable teacher.
Closing date: 18th February 1977.
Forms from the Divisional Education Officer, County Hall, Boston, PE21 6LX, on receipt of stamped addressed envelope.

NORTH YORKSHIRE
(County of)
KINGSWAY COUNTY JUNIOR SCHOOL
York
TEACHER, Scale 2, required at Easter to help develop recreational activities and to share responsibility for the welfare of the children of this Group 7 school.
Application forms (stamped addressed envelope please) from the Area Education Officer, Dept. A, 50 Piccadilly, York YO1 1PW to whom they should be returned within 10 days of the appearance of this advertisement.

NORTH YORKSHIRE
(County of)
WESTFIELD JUNIOR SCHOOL
York
(Group 6)
Required for 1st May 1977, TEACHER for Upper Juniors who can also offer a keen interest in Music throughout the school. Scale 2 post available for a suitable candidate.
Application forms (stamped addressed envelope, please) from the Area Education Officer, Dept. A, 50 Piccadilly, York YO1 1PW to whom they should be returned within 10 days of the appearance of this advertisement.

SHROPSHIRE
EDUCATION COMMITTEE
Primary teaching vacancy for April or September 1977.
Scale 2
[illegible] COUNTY PRIMARY SCHOOL
Experienced TEACHER required for JUNIORS. Responsibility for boys' games and P.E. activities. Swimming qualifications an advantage.
Application forms (send stamped addressed envelope) available from County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Shropshire.

WALTHAM FOREST
(London Borough of)
The Borough is within easy access of Central London and bordered by Epping Forest.
WHITEHALL PRIMARY SCHOOL
Normanton Park, E.4
Headmistress: Miss [illegible]
(Amendment to previous advertisement)
Required for Easter 1977: an experienced Junior TEACHER to take responsibility for NEEDLEWORK. There is a thriving Needlecraft Club out of school hours.
Scale 2 plus London Allowance (£297).
Closing date: 16th February 1977.
Application forms (please enclose addressed envelope) obtainable from and returnable to the Chief Education Officer, Municipal Offices, High Road, Leyton, E10 5QJ.

WILTSHIRE
BULFORD BAIL[?] COUNTY J & I SCHOOL
Bulford Camp, Salisbury, Wilts
(Group 5. Number on Roll: 342)
TEACHER required for Juniors. Scale 2 post for suitable applicant. General responsibility for music. Special interest in Junior maths.
Written letter of application to be sent to the Head Teacher stating age, and giving particulars of education, training and experience and also the names and addresses of two referees.

Remedial Posts

ISLE OF MAN
BOARD OF EDUCATION
Required as soon as possible — PERIPATETIC REMEDIAL TEACHER, Scale 2, to form part of a team visiting primary schools dealing mainly with pupils with learning difficulties.
Forms of application and further details may be obtained from the Director of Education, Education Office, Government Buildings, Douglas, to be returned not later than Friday, February 25, 1977.

Scale 1 Posts

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowances, and grants towards legal expenses are payable to teaching staff appointed from outside the London area.
RAGLAN JUNIOR SCHOOL
Raglan Road, Bromley, Kent, BR2 9NL
A qualified TEACHER for Lower Juniors is required for the Summer Term, 1977 only. An interest in Music would be an advantage.
Application forms obtainable from the Chief Education Officer, Sunnymead, Bromley Lane, Chislehurst, Kent BR7 6LH. Tel. No. 01-467 5561, to whom they should be returned. Closing date 18th February 1977.

CROYDON
(London Borough of)
KINGSLEY JUNIOR SCHOOL
Chatham Road, Croydon CR0 [illegible]
Telephone: 01-684 4[illegible]
Tenable: 19th April, 1977
Required for fourth-year Junior Class, an experienced TEACHER with ability to participate in GAMES/PHYSICAL EDUCATION activities. State other special interests. Not suitable for first teaching appointment.
Salary—Burnham Scale 1, with London Area Allowance, plus social priority allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)
ASHBURTON JUNIOR SCHOOL
Long Lane, Croydon CR0 7AR
Telephone: 01-654 [illegible]
Tenable: 19th April, 1977
ASSISTANT TEACHER for UPPER JUNIORS, preferably with ability to teach MUSIC. Temporary appointment for the Summer Term in the first instance with the possibility of a permanent appointment at a later date.
Salary—Burnham Scale 1, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address by 25th February, 1977.

DEVON
WILLAND COUNTY PRIMARY SCHOOL
(Roll: 140)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for the INFANTS. Ability to help with Music an advantage.
Scale 1 post
The successful applicant will be expected to take up the appointment in April, 1977.
Application forms (stamped addressed envelope, please) from Headmaster, Willand C.P. School, Cullompton EX15 2QL, returnable by 14th February, 1977.

DORSET
TOPHILL COUNTY JUNIOR SCHOOL
Portland
(Roll 475: seven to 11 years)
Required from 18th April or as soon as possible thereafter, TEACHER for Second-year Junior Class. Experience of teaching at all levels in a Junior School desirable. Scale 1 post.
Assistance with removal and incidental expenses.
For application form (to be returned direct to Headmaster, Tophill Junior School, Clarence Road, Portland, DT5 2HD, by 23rd February) send stamped addressed envelope to the Staffing Officer, Education Office, County Hall, Dorchester, Dorset, DT1 1XJ.

EALING
(London Borough)
EDUCATION SERVICE
TUDOR FIRST SCHOOL
Tudor Road, Southall, Middlesex
UB1 1NX
Required as soon as possible, a half-time TEACHER for five sessions per week.
Further details and application forms obtainable from the Head Teacher at the school (stamped addressed envelope).

County of Cleveland

PRIMARY SCHOOLS

DEPUTY HEAD TEACHER (Group 3)

MARTON MANOR PRIMARY SCHOOL, The Derby, Marton Manor Estate, Middlesbrough, Cleveland TS7 8RH

Required for September, 1977, or earlier if possible, a suitably qualified and experienced teacher able to offer a major area of the curriculum. This open-plan school serves a new private estate in a developing area to the south of Middlesbrough.

Forms of application obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, not later than 18th February, 1977.

SCALE 2 POST

BARNARD GROVE PRIMARY SCHOOL, Barnard Grove, Hartlepool, Cleveland TS24 9SD

Required for Easter, 1977, a suitably qualified teacher to be responsible for the development of MUSIC throughout the school. Applicants should be competent pianists.

SCALE 2 POST

NORTHGATE JUNIOR SCHOOL, Wilton Lane, Guisborough, Cleveland

Required for the Summer Term, a suitably experienced teacher able to make a major contribution to the development of a specific area of the curriculum and to be responsible for a teaching area within this attractive open-plan school.

Closing date February 14, 1977.

Financial assistance with household removal expenses is available in approved cases.
Application may be made by letter or on application forms obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teacher within 14 days of the appearance of this advertisement, unless otherwise stated.

Cyngor Sir DYFED County Council

EDUCATION COMMITTEE

1. *Required for the commencement of the summer term, 1977.*

PEMBROKE DOCK C.P. J.M. SCHOOL (Group 6—approx 380 pupils)

Applications are invited from suitably qualified teachers for the post of **HEADTEACHER** at the above-named school. The school, reorganised in 1975, occupies an open plan building in the centre of Pembroke Dock.

2. *Required for the commencement of the autumn term, 1977.*

BRYNCONIN C.P. SCHOOL (Group 3—approx 127 pupils)

Applications are invited from suitably qualified teachers for the post of **HEADTEACHER** at the above-named school. Welsh essential.

3. *Required by 1st May, 1977.*

GARNANT C.P. JUNIOR SCHOOL (Group 3)

Applications are invited from suitably qualified teachers for the post of **HEADTEACHER** at the above-named school. The ability to speak Welsh is essential.

Application forms for all the above posts are available on receipt of a stamped addressed envelope from the Director of Education, Education Department Headquarters, Pibwrlwyd, Carmarthen, to be returned no later than Friday, 18th February, 1977.

4. *Required by 1st May, 1977.*

GWENDRAETH COUNTY HIGH SCHOOL, PONTYBEREM (419 Pupils)

Assistant Qualified Teacher to teach **PHYSICAL EDUCATION** to boys throughout the school. Scale 1 post. Knowledge of Welsh desirable. Applications for the above post should be made by letter, giving full details of qualifications, experience etc., together with the names and addresses of two referees and sent to the Headmaster of the school by Friday, 10th February, 1977.

Canvassing of members will disqualify a candidate.
HENRY O. THOMAS, Director of Education, Education Department Headquarters, Pibwrlwyd, Carmarthen.

Royal County of BERKSHIRE

Closing date for all posts unless otherwise stated: 21 February 1977.

Application forms and further details from the Head Teacher unless indicated otherwise. Please enclose a stamped addressed envelope.
London Fringe Allowance payable in the Bracknell and Slough Districts. Lodging allowance and removal expenses schemes in operation. Assistance with rehousing may be available.

Primary Education

HEAD TEACHER Group 5
GREAT HOLLANDS NO. 2 SCHOOL
Great Hollands, Bracknell, Berks.
Preferably for June, for this new primary school (junior and infants, roll about 280) which will open in September 1977. It is hoped that the successful candidate will, by arrangement with his/her present Authority, be able to take up his/her post in the second half of the Summer Term 1977.
Forms etc. from the District Education Officer, Fitzwilliam House, Skimped Hill, Bracknell, Berks. Closing date: 18 February.

DEPUTY HEADS
FOXBOROUGH COUNTY COMBINED SCHOOL
Common Road, Slough SL3 8TX
For April, Group 8 (roll 430). Interest in SCIENCE or MUSIC an advantage.
Forms, etc., from the District Education Officer, 48 High Street, Slough. Tel. Slough 33300. Closing date: 14 February.

HUNGERFORD COUNTY PRIMARY SCHOOL
Fairview Road, Newbury, Berks.
For April, Group 6 (roll 428). Forms, etc., from the District Education Officer, 118 Newtown Road, Newbury RG14 7BX.

Middle Schools

HEADTEACHER Group 5
PRIORY COUNTY MIDDLE SCHOOL
Orchard Avenue, Slough SL1 6HE
For September 1977, roll 278.
Forms, etc., from the District Education Officer, 48 High Street, Slough SL1 1EH.

Secondary Education

GENERAL SUBJECTS Scale 2
ST. CRISPIN'S COMPREHENSIVE SCHOOL
London Road, Wokingham
For April. Roll 850, mixed. To take charge of Fourth Year GIRLS GENERAL SUBJECTS course not leading to examinations. Please quote WSA 1496.

GEOGRAPHY
HERSCHEL HIGH SCHOOL
Northampton Avenue, Slough
Roll 670, mixed selective.

HEAD OF DEPARTMENT Scale 3
For June or September. Well established courses to 'A' and 'O' levels.

SCALE 1 POST
For 21 March (if possible) or 25 April. To teach 'O' and 'A' levels.
For both posts apply in writing to the Head Teacher quoting two referees.

LANGUAGES
Scale 2 and Above
HIGHDOWN COMPREHENSIVE SCHOOL
Surley Row, Emmer Green, Reading RG4 8LR
Roll 1,500, mixed
For Mid-Summer Term or September 1977 a qualified teacher for the post of TEACHER-IN-CHARGE of GERMAN to take German to 'A' level with French or European Studies in Middle School. A Scale 2 allowance is available for a suitably qualified and experienced teacher.
For September 1977, a graduate for a post in the LANGUAGES faculty to take responsibility for EUROPEAN STUDIES in the Middle School. A Scale 2 allowance is available for a suitably qualified and experienced teacher. The European Studies course has been developed over seven years and leads to a CSE mode 3 examination. Applicants should also be able to offer FRENCH.

HOLMEWOOD COUNTY SECONDARY SCHOOL
Parlaunt Road, Slough
For April 1977, teacher to organise FRENCH throughout the school, roll 840, mixed. C.S.E., 'O' level and some 6th form work. Scale 2 or 3 according to experience and other responsibility offered (Year Tutor, help with Careers).
Apply in writing to the Head Teacher, quoting two referees.

SCALE 1 POST
HIGHDOWN COMPREHENSIVE SCHOOL
Surley Row, Emmer Green, Reading RG4 8LR
For September 1977. Roll 1,600, mixed. A graduate for a post in the LANGUAGES faculty to teach FRENCH and SPANISH mainly in the lower and middle schools. For suitably qualified and experienced candidates there will be an opportunity for sixth form work in Spanish.

MATHEMATICS Scale 1
READING BOYS' SCHOOL
Erleigh Road, Reading RG1 5LW
For September 1977. Roll 810, selective. A graduate to teach MATHEMATICS and PHYSICS up to 'O' level, with a possibility of 'A' level work for a suitably qualified candidate. Interest in and ability to help with Rugby coaching would be an additional recommendation.
Applications with brief C.V. quoting two referees to the Head master.

SANDHURST SCHOOL
Owlsmoor Road, Sandhurst, Camberley, Surrey GU15 4SD
For April for this mixed comprehensive school (roll about 1,000) for all abilities throughout the school. Sixth form work available.
Apply to the Headmaster quoting two referees (telephone: Crowthorne 5678).

MUSIC Scale 1
ST. BARTHOLOMEW'S SCHOOL
Andover Road, Newbury, Berks. RG14 6JP
For September for this mixed comprehensive (roll 1,620; 430 in Sixth Form), to take charge of senior choir and the second orchestra. An interest in concerts and music productions desirable and also the ability to teach 'O' and 'A' level.

PHYSICAL EDUCATION
Scale 2 Posts
JOHN O'GAUNT SCHOOL
Priory Road, Hungerford, Berks.
For September or earlier if possible. Mixed 11-18 school, 730 on roll, comprehensive intake in the first and second year. By 1979 the school will be fully comprehensive. Due to the increase in numbers we require a teacher for BOYS' PHYSICAL EDUCATION and a teacher for GIRLS' PHYSICAL EDUCATION. The school is in pleasant surroundings in a small country town and has good facilities. There could be a Scale 2 post for a suitable applicant.

HERSCHEL HIGH SCHOOL
Northampton Avenue, Slough
For April or September 1977, teacher responsible for GIRLS P.E. in this mixed selective school, roll 670. Scale E II suitably qualified. Well equipped department. Assistance with an academic subject essential. Temporary post for Summer Term possible.
Apply to the Head Teacher quoting two referees.

SCIENCE Scale 1
BRAKENHALE SCHOOL
Rectory Lane, Bracknell, Berks.
For April for this 11-18 mixed comprehensive school, roll 1,500, a teacher of BIOLOGY to at least 'O' level, and/or COMBINED SCIENCE in the lower school. In years 1 and 2 pupils follow the Nuffield Combined Science Course. In the 3rd year all pupils take a course based upon SCISP. There is a variety of courses in years 4 and 5, including SCISP, and separate sciences to C.S.E. and 'O' level. Biology, Chemistry and Physics are well established courses at 'A' level.

PRIMARY
Scale 1 Posts
continued

EALING
(London Borough)
EDUCATION SERVICE
WOOD END FIRST SCHOOL
Wood End Way, Northolt, Middlesex
Required from April 1977 or as soon as possible thereafter a part-time TEACHER for 8 sessions per week for GENERAL SUBJECTS. The teacher appointed must be prepared to take classes throughout the 5 to 8 year old age range.
Application forms obtainable from the Headteacher at the school (stamped addressed envelope) to be returned as soon as possible.

ISLE OF MAN
BOARD OF EDUCATION
Applications are invited from experienced and newly qualified TEACHERS for appointment to the Board's PRIMARY SCHOOL STAFF from September, 1977. Burnham Salary Scale 1.
Requests for further details and forms of application should be addressed to the Director of Education, Education Office, Government Offices, Buck's Road, Douglas, Isle of Man, and should indicate if the applicant is seeking a first appointment. Completed forms to be returned by 4th March 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from qualified TEACHERS for the following posts: GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full infant and junior age range and are county schools.
Applications for specific posts should be submitted on Form T1 to the Head Teacher at the address shown, unless otherwise stated. General applications should be submitted to the Divisional Education Officers.

SEVENOAKS DIVISION

HEVER FOUR ELMS COUNTY PRIMARY SCHOOL
Four Elms, Edenbridge, Kent. TN8 6NE
Approximate roll 97
Experienced Infant TEACHER required for April, 1977. Interest in modern methods, art and craft desirable.
Application forms and information obtainable from and returnable to the Head Teacher, enclosing a stamped addressed envelope. Closing date 11th February, 1977.

NEW ASH GREEN COUNTY PRIMARY INFANTS' SCHOOL
New Ash Green, Kent
(Approximate roll 200)
An additional TEACHER for new reception infants required for Summer Term, 1977, only. An ability to teach in a semi-open plan situation, and an awareness of the needs of young children is essential. Music would be an advantage.
Application forms available from the school to be returned to the Headmistress enclosing a stamped addressed envelope. Closing date 11th February, 1977.

HORNSVIEW COUNTY JUNIOR SCHOOL
Beech Avenue, Swanley BR8 8AH
(Approximate roll 270)
TEACHER required for Summer Term 1977 only for Upper Junior Class. Interest in cricket and gymnastics desirable.
Write for application form, enclosing stamped addressed envelope, to Mr. W. H. Thomas, Downsview C.P. Junior School, Beech Avenue, Swanley BR8 8AH. Form returnable by February 18.

KINGSTON upon Thames
(Royal Borough of)
ST. AGATHA'S R.C. PRIMARY SCHOOL
St Agatha's Drive, Kingston upon Thames, Surrey KT2 5TH
170 boys and girls
Experienced NURSERY TEACHER required for Nursery Unit opening in April, 1977. (Practising Catholic preferred).
London Allowance £207.
Assistance may be provided with removal expenses.
Application forms obtainable from the Chief Education Officer, Tolworth Tower, Surbiton, Surrey, KT6 7LL, to be returned to the Chairman of the Managers, The Rev. [illegible], Kingston upon Thames, Surrey, KT2 5TH, as soon as possible.

KIRKLEES
METROPOLITAN COUNCIL
MILLBRIDGE INFANTS' SCHOOL
Vernon Road, Liversedge WF15 6HU
Temporary TEACHER (Scale 1) required from May to end of Summer Term to teach Top Infants working on integrated day. Infant training/experience preferred. Possibility of permanency.
Application forms obtainable (stamped addressed envelope, please) from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW.

LEICESTERSHIRE
IMPERIAL AVENUE INFANT SCHOOL
Imperial Avenue, Leicester
Scale 1
NURSERY TEACHER required from April.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

LONDON, W6
LATYMER UPPER SCHOOL
Hammersmith, W6 9LR
(H.M.C., Direct Grant going independent; 1,100 boys)
Wanted for April, 1977, a qualified TEACHER for nine and ten-year-old boys in the Preparatory Department.
Salary London Burnham on scale appropriate to qualifications and experience.
Apply to the Headmaster with full particulars and names of two referees.

NORTH YORKSHIRE
(County of)
MARKINGTON C.E. SCHOOL
near Harrogate
Required as soon as possible, Scale 1 TEACHER for Infants and Lower Juniors. This post may well be suitable for newly qualified young teachers seeking their first appointment.
Application forms (stamped addressed envelope, please) obtainable from the Area Education Officer, 2a Grove Road, Harrogate, North Yorkshire HG1 5EP, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

NORTH YORKSHIRE
(County of)
SCARBOROUGH AREA EDUCATION OFFICE
AIRY HILL COUNTY PRIMARY SCHOOL
Whitby
ASSISTANT TEACHER, Scale 1, for Middle Infants required from the beginning of the Summer Term, 1977.
Stamped addressed envelope for application form to Area Education Officer, Education Offices, Huntriss Row, Scarborough, to be returned there completed as soon as possible.

SHROPSHIRE
EDUCATION COMMITTEE
ALVELEY COUNTY PRIMARY SCHOOL
Bridgnorth
Adaptable Infant TEACHER. Capability with whole age range. Cooperative teaching situation.
Send stamped addressed envelope for application forms to: County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Shropshire.

SHROPSHIRE
EDUCATION COMMITTEE
Primary teaching vacancy for April 1977.
Scale 1.
BARN FARM COUNTY INFANT SCHOOL
Mount Gilbert, Wellington, Telford.
Enthusiastic and imaginative TEACHER with experience of working an integrated day, required for Easter Term.
Application forms (send stamped addressed envelope) available from: County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Shropshire.

WARWICK
WARWICK SCHOOL
Junior Department (200 boys aged 7 to 11 years)
Vacancy in April, 1977, for an ASSISTANT TEACHER to teach a form of 25 eight-year-old boys, all above average ability. Primary school curriculum. Salary Burnham Scale 1 plus Warwick allowance of £210 per annum. D.E.S. superannuation scheme.
Apply by letter with names and addresses of two referees and full personal and professional information to the Headmaster, Warwick School, Warwick.

WEST SUSSEX
MID-SUSSEX AREA
MANORFIELD C.P. SCHOOL
Junction Road, Burgess Hill RH15 0PZ
Required April, temporary full-time TEACHER for BOYS' GAMES, swimming and athletics. Possibility of permanent appointment.
Form and details from Headmaster on receipt of stamped addressed envelope.

Middle School Education

Headships

EALING
(London Borough of)
EDUCATION SERVICE
PERIVALE MIDDLE SCHOOL
Sarsfeld Road, Perivale, Greenford, Middlesex UB6 7AD
HEAD TEACHER required from September, 1977.
Group 6 salary plus £102 London Allowance.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodgings, subsistence and travel expenses whilst seeking for accommodation.
Application forms and further details (stamped addressed envelope) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to be returned as soon as possible.

NORTHAMPTONSHIRE
COUNTY COUNCIL
PRINCE WILLIAM MIDDLE SCHOOL
[illegible], Peterborough, PE[illegible]
(Group 5)
HEADSHIP (Group 5)
Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIP of this small rural middle school which has on roll 251 pupils in the 9 to 13 age group. The appointment will be from September 1977.
Application forms and further details from County Education Officer, [illegible] House, Northampton NN1 2HX (stamped addressed envelope).

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
HEMSWORTH WEST END MIDDLE SCHOOL
(Group 5)
HEAD required as soon as possible.
Application form and further details available from the Education Office, [illegible] Wood Street, Wakefield. Telephone 70211, Extension [illegible].
Closing date 18 February, 1977.

Deputy Headships Senior Masters/Mistresses

DORSET
WEST MOORS COUNTY MIDDLE SCHOOL
Heathfield Way, West Moors
Appointment of DEPUTY HEAD TEACHER (Group 6)
(500 place school—nine to 13 age range)
Required September, 1977, DEPUTY HEAD TEACHER of this new Middle School which is scheduled to open in September, 1977. Assistance with removal and legal expenses.
Application forms and further particulars may be obtained (stamped addressed envelope) from the Staffing Officer, Education Department, Portman House, Richmond Hill, Bournemouth. Closing date 18th February, 1977.

SUFFOLK
COUNTY COUNCIL
BECCLES MIDDLE SCHOOL
(Number on Roll: 611: 9-13)
Headmaster:
Mr. [illegible]
Applications are invited from Teachers holding responsible positions in Primary, Middle or Secondary Schools for the post of SECOND MASTER/MISTRESS (Group 7), vacant from 1st September, 1977.
Application forms and further details available (stamped addressed envelope) from the Headmaster, Beccles Middle School, Castle Hill, Beccles, to whom they should be returned by 21st February, 1977.

STAFFORDSHIRE
EDUCATION COMMITTEE
BREWOOD C.E. (C) MIDDLE SCHOOL
Brewood, Stafford
(Group 6)
Applications are invited from suitably qualified and experienced TEACHERS for the DEPUTY HEADSHIP of this new Middle School which will admit its first intake in September, 1977.
Application forms and further particulars may be obtained from the Chief Education Officer (Staffing), Education Offices, Tipping Street, Stafford (stamped addressed envelope).

STAFFORDSHIRE
EDUCATION COMMITTEE
PENKRIDGE MIDDLE SCHOOL
[illegible] Road, Penkridge, Stafford
(Group 7)
Applications are invited from suitably qualified and experienced TEACHERS for the DEPUTY HEADSHIP of this new purpose-built Middle School which will admit its first intake in September, 1977.
Application forms and further particulars may be obtained from the Chief Education Officer (Staffing), Education Offices, Tipping Street, Stafford (stamped addressed envelope).

By Subject Classification

Art and Design

Heads of Department

SUFFOLK
COUNTY COUNCIL
STOKE-BY-NAYLAND MIDDLE SCHOOL
(520 boys and girls aged 9-13)
Headmaster: I. G. Landsley B.Sc.
Required for September, 1977, HEAD of ARTS and CRAFTS (Scale 2) to be responsible for the organisation of these subjects throughout the school.
Further details and application forms obtainable (stamped addressed (foolscap envelope please)) from the Headmaster, Stoke-by-Nayland Middle School, Stoke-by-Nayland, Colchester, Essex.

Domestic Subjects

Heads of Department

MERTON
(London Borough of)
EDUCATION COMMITTEE
CHAUCER MIDDLE SCHOOL
Canterbury Road, Morden SM4 6PX
Headmaster: Mr. W. J. R. Price
(Age range: 9 to 13 years)
Required April 1977, a qualified TEACHER for GENERAL SUBJECTS and HOME ECONOMICS. Scale 2 post available for suitable applicant.
London Allowance £402. Legal expenses up to £300 and assistance towards removal expenses will be considered where appropriate.
Application forms available from the Headmaster on receipt of a stamped addressed envelope, to whom the forms should be returned by 18th February, 1977.

Mathematics

Heads of Department

BRADFORD (City of)
METROPOLITAN COUNCIL
SWAIN HOUSE MIDDLE SCHOOL
A comprehensive Middle School for 520 pupils aged 11-14
HEAD of MATHEMATICS
Required for Easter, 1977, a well qualified and experienced TEACHER to be responsible for the teaching of MATHEMATICS throughout the school. A new purpose built Middle School is now in the course of erection and should be opened in 1978. A willingness and ability to contribute to the corporate life and activity of the school would be an advantage.
Salary Scale 2 plus S.P. allowance.
Application forms may be obtained from the Staffing and Training Unit, Directorate of Educational Services, 5th Floor, Provincial House, Tyrrel Street, Bradford BD1 1NP, and should be returned to the Head Teacher, Swire Sears Middle School, Marlborough Street, Keighley BD21 5HX, by 17 February 1977.
Reference T1 2077. TES.

Music

Heads of Department

MERTON
(London Borough of)
EDUCATION COMMITTEE
STANFORD MIDDLE SCHOOL
Chilmark Road, SW16 5HB
Headmaster: Mr. H. Humphrey
(Age range 9 to 13 years)
Required April, 1977, an experienced TEACHER to take charge of a class and to be responsible for the MUSIC throughout the school. Scale 2 post available for suitable applicant.
London Allowance £402. Legal expenses up to £300 and assistance towards removal expenses will all be considered where appropriate.
Application forms available, on receipt of a stamped addressed envelope, from the Headmaster to whom the forms should be returned by February 18, 1977.

Scale 1 Posts

EALING
(London Borough)
EDUCATION SERVICE
ST. ANN'S MIDDLE SCHOOL
Springfield Road, Hanwell W7 3JP
Qualified TEACHER required as soon as possible for five sessions per week for MUSIC.
Application forms (stamped addressed envelope) from Head Teacher to be returned as soon as possible.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
GOSFORTH EAST MIDDLE SCHOOL
TEACHER OF MUSIC
Required for September 1, 1977, a suitably qualified and experienced TEACHER for appointment to a Scale 1 post for MUSIC. Please state other subjects offered.
Application forms, obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne NE1 8PU, to be returned to the Headmaster, Gosforth East Middle School, Gosforth, Newcastle upon Tyne NE3 [illegible], within 14 days of the appearance of this advertisement.

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
WEATHERSIDE MIDDLE SCHOOL
[illegible] Road, [illegible]
Headteacher: Mr. [illegible]
Required as soon as possible for Scale 1, TEACHER of MUSIC for this 9 to 13 Middle School. The successful candidate will specialise in Music and teach one or two other subjects. Please state additional subjects offered.
Application forms are available on receipt of a stamped addressed envelope from the Director of Education, [illegible], North Shields, and should be returned to the Headteacher not later than February 18, 1977.

Other than by Subject Classification

Heads of Department

DORSET
ALLENBOURNE MIDDLE SCHOOL
East Borough, Wimborne
9-13 age range, 421 on roll
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EXTRA

MAKING MUSIC

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Concentration and a touch of ecstasy. *Photo: John Drysdale*

TO READ, WRITE AND PLAY

Sarah Thomas reviews books on classroom techniques and instrumental music

The Great Debate on education does not seem to have reached music yet, at least not publicly. But the problems are there, as every musician knows, and so are the disagreements about how to tackle them. One has only to look at the recent spate of books on classroom techniques to realize how much controversy and confusion still abound.

Of the new ones *Exploring Sound* by June Tillman (Galliard £3, 85249 310 X) is a clear successor to the pioneer projects of the late sixties and early seventies, such as George Self's *New Sounds in Class* and John Paynter and Peter Aston's *Sound and Silence*.

June Tillman's book is aimed particularly at non-specialist teachers (of the seven to 14-year-old age range), and the bulk of the book consists of a series of suggested projects in composition built up through musical improvisation, initiated by general themes like light, fire, weather and so on. The introductory chapters discuss the process of improvisation and there is a useful catalogue of classroom instruments including the home-made variety.

It is an exciting and approachable addition to the repertoire of books on the subject, and should open up new vistas to those who have not yet ventured into the field (and to some who have).

The great appeal of this approach, of course, is that it removes the traditional barriers of technical expertise—for both teacher and pupil—that have in the past put first-hand musical experience beyond the range of so many people. And whether you regard it just as a coincidence or as something more significant, the musical results tend to be closely related, in style at least, to the work of the more avant-garde composers of our time, thus creating a real cultural link with music which is supposed to be "difficult" or "inaccessible". It also provides a rare incentive to get to grips with musical notation, both traditional and graphic, through the need to write down and play back what has been composed.

Yet, running counter to all this, is still the view that it is too easy, that the experimental approach evades rather than faces up to the problems, in particular the bugbear of notation. Geoffrey Russell-Smith reminds us, in a discussion of Kodály's work from a newly collected volume of essays edited by Kenneth Simpson (*Some Great Music Educators*, Novello, £1.70) that Kodály's precept was that "children must learn to read music when they learn to read".

Whatever the rights and wrongs of this aim, 30 years later in this country it seems as unlikely as ever. Take, for instance, Margaret Hope-Brown's new book *Activities in Music with Children under Six* (Education in Action, Evans, 95p, 0 237 29165 7). This is an excellent little handbook as far as it goes, suggesting all kinds of creative work which can be begun at nursery as well as infant school level, but nowhere does it even refer to notation.

Obviously, the author does not see it as a relevant issue at this stage. All the more ironic then, that a companion volume in this new series is Dennis Todd's *Teaching Music Reading in Class* (95p, Education in Action, Evans, 0 237 29164 9) which makes a strong plea for a more serious approach to reading music at all levels from infant school upwards, with the emphasis on an early start. It sets out to provide a practical, progressive method of teaching traditional notation through singing and playing, and its painstaking attention to detail should make it a useful guide for benighted travellers in this terrain.

Learning a musical instrument is probably still the way most children in this country get their first real introduction to musical notation. Mary Criswick's *Guitar Tutor for Young Children* (Fenette Music, £1) is an excellent manual for six to 12-year-olds with encouragement to write music as well as play it, and plenty of help on notation. Once past the complete beginner's stage, her *Ten for Guitar* and *Another Ten for Guitar* (Fentone Music, 65p each) are cheerful collections of surefire favourites from *Z Cars* to Mozart. Good for entertaining indulgent family and friends on long winter evenings.

The other instrument children come across early is, of course, the recorder, and there is now an almost bewildering variety of music to choose from. But for recorder and guitar together the choice for beginners is surprisingly limited, so John Gavall's *Ten Traditional Melodies* (Ricordi, 95p) is a welcome addition, the pieces graded according to difficulty for each instrument and the tunes cunningly chosen for their ease of performance.

Recorders Plus by Isabel McNeill Carley (Belwin Mills, score £2.40) is exactly what its name implies, music for recorders with as much or as little percussion (Orff instruments) as you feel like adding. The pieces, all original, are graded to parallel the five volumes of Orff's *Schulwerk*, the difficulties are primarily rhythmic, and there is scope for improvisation.

Recorder Music for Beginners edited by László Czidra (Boosey and Hawkes, £1.25) is an anthology for solo recorder and keyboard consisting largely of extracts from Renaissance and Baroque works with a fair sprinkling of modern Hungarian pieces thrown in. A definite bonus in the early pieces is the printing alongside the original text of a realization of an ornamented variation, the idea being to encourage the performer to extemporize his own variations as he becomes familiar with the style. It is only a pity that this principle could not be extended to the keyboard accompaniments, where hardly an ornament, let alone realization of it, is to be seen.

Ornamentation has necessarily had to be sacrificed in Elgar Howarth's arrangements for five-part brass ensemble of sixteenth-century English dances. (Novello, score 75p, set of parts, £2.25). Connoisseurs of the *Fitzwilliam Virginal Book* will recognize some of the pieces, albeit rather drastically pruned. Nevertheless, if you are prepared to regard the elaborate ornamentation of the originals as at least partly a means of compensating for the lack of sustaining power of the virginals, then this treatment is justifiable enough.

Finally to the piano, and the revival of interest in nineteenth century pianism continues. Some new arrangements by Phyllis Gunter for two pianos of party pieces by Gottschalk, including the once legendary "Bamboula", will make for many an entertaining session. ("Pasquinade", "Tournament Galop", "Bamboula" Gottschalk-Gunter, Belwin Mills, £1.80 each.)

Gottschalk was the first American pianist to achieve international fame. Indeed, he was said by one ecstatic American critic in 1853 to combine "the sublimity and grandeur of Thalberg with the beauty and finish of Liszt". High praise in those days, and certainly the hair-raising difficulties of some of his compositions bear witness to his technical wizardry, so a two-piano arrangement is a good way of diluting the problems for lesser mortals. Gottschalk was also notable as a nationalist composer, and his idiosyncratic use of Latin-American folk material gives what are otherwise fairly predictable salon pieces an individual, sometimes even prophetic quality.

On an easier technical level Phyllis Gunter has arranged some early American music for two, three, four or more pianists at two or more pianos ("Early American Suite", "Chester", Belwin Mills, £1.50 each). You are only limited by how many pianists and pianos (if you have them) you can get into one room.

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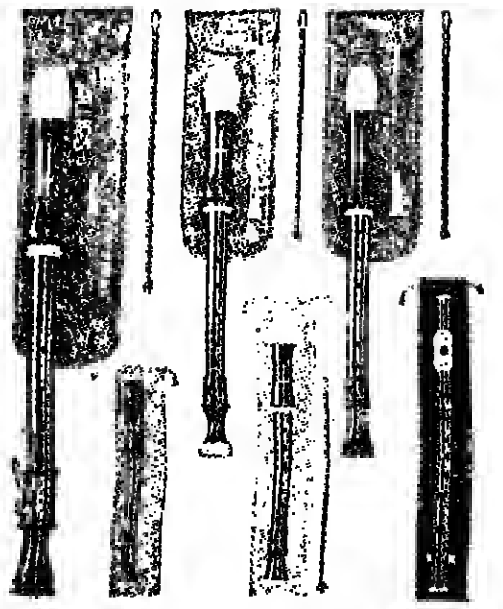

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SACRED AND SECULAR

Christopher Dearnley reviews vocal music

The great quantity of vocal music presented for review indicates that music publishing is a flourishing industry. Experience of foiled attempts to obtain music that has proved its worth and usefulness often suggests otherwise.

Yet an enterprising music director, backed by generous funds, could have a field day selecting from recent publications of vocal music. Whether in sheet or volume format there is music for all demands of classroom and choral groups. There is no need to resort to the laborious process of copying (by hand, of course) pieces that are out of print when there is so much to choose from in current catalogues.

In the sphere of sacred music the standard is set by the RSCM's *Festival Service Book 8—The City*. Described as "a meditation in words and music", this comprehensive collection is truly ecumenical in outlook and content. Excellent value too (Royal School of Church Music, Croydon; £1.60, or 80p for members). On a different plane is a selection of 60 "up-to-date hymns and religious songs for primary schools"—*Sing it in the morning* (Nelson, £2.25 full music, 35p words only).

Spirituals Reborn skilfully presents 35 examples of this popular form of sacred folk music (Cambridge University Press, £3.75 choral edition, £1 melody and guitar edition). The spiritual's counterpart, the carol, is well served in *The Apple Tree*—46 Christmas pieces of proven quality culled from the Cambridge Hymnal (also CUP, £1.80).

The choice is just as wide in collections of secular music. *Okki-tokki-unga* sets out clearly and attractively 55 "action songs" for young children (A. and C. Black; £2.25). Three books of Rounds (or Canons) of all kinds from "3 Blind Mice" onwards are available from Roberton Publications, Wendover, Bucks: *Rounds for Everyone* (£1.20), *Around the Year in Rounds* (£1.20), *Round America* (75p). *Skin and Bones* is a handsome publication of folk songs chosen for group singing, easy to learn and enjoyable (Oxford University Press, £2.45 piano edition, 60p melody edition). That the tradition still thrives is shown by *Adam and the Beasts*, a collection of Alasdair Clayre's original songs in folk idiom (Faber and Faber, £1.50).

For stage performances there is something for just about every need. *The Barnstormers*: a musical play for 2 to 12-year-olds lasting 40 minutes, by Marian Lines and Betty Roe (Thames Publishing, 14 Barlby Road, London W10, £1). *Rooster Rag* by Michael Hurd, in the pop cantata genre, lasting 13 minutes (Novello, 50p). *Three Instant Operas* for children by Stephen Oliver, each about 8-10 minutes (Novello, £1.35). *Cinderella in Salerno*: an opera for schools based on Rossini's *La Cenerentola* by William Beaumont and Raymond Walker, 85 minutes (Novello, £1.30). *Bang*: an original opera "for young people" by David Grant and John Rutter, 60 minutes (Oxford University Press, £4.75).

Choral directors could make up many programmes from a batch of sheet music, from which these are just a few examples. *The King's Daughter* (SA and piano)—a simple and moving song by Havelock Nelson (Lengnick, 16p). *Of a Feather*—five songs for high and low voices with piano by Ernst Bacon (Novello, 60p). *A spotless rose* (SA unaccompanied) by Philip Lane (Banks, York, 7p). *Bo-Peep* (SATB unaccompanied) — Pachelbel arranged by Ward Gardner in humorous vein (Banks, 8p).

From Roberton Publications of Wendover, Bucks, come: for two parts and piano—*The Rowan Tree*—simple and effective (10p); for three parts unaccompanied—*They crucified my Lord* — spiritual arrangement (10p); for unaccompanied SATBB—*Frog went a-courtin'*—a light-hearted arrangement with the voice parts lying in a comfortable range for school choirs (14p). Also two useful anthems for SATB and organ: *Oh, what sorrow*—an extract from "Stabat Mater" by the eighteenth-century Spanish composer d'Astorga (15p); *Behold, I make all things new*—a new anthem by Bernard Rose, expertly written and rewarding to sing (15p).

INDIVIDUAL INITIATIVES

By Robin Maconie

Lindsay Peck with members of the Priory Folk Group, Five Cousins Group and pupils of St Anthony's School, Clevedon, composers and performers of the LP "Reality from Dream".

Let us now praise individual initiatives. The Rev Norman Warren has written an operetta, to words by Elspeth Stephenson, for his young parishioners at Leamington Spa. Not only that, he has been bold enough to publish it, and at a price (60p) that puts the established publishing business to shame.

Mr Warren's flock should be proud to have a vicar whose sense of vocation extends to the composition of such a charming rural morality; the publication of *Mary Jones*, however, is an act of faith in community culture that deserves all our admiration.

The story is set in late eighteenth-century Wales, and tells, with classic unsophistication, of a young girl's determination to learn to read, and her efforts to save up to buy a Bible. There are no gimmicks, no technicolor dreamcoats. Words and music both express a totally disarming, unadorned conviction.

Scored for piano, it would sound especially effective, I imagine, played on an old-fashioned harmonium with acoustic guitar giving some rhythm support, and there are places as well where tin whistle and simple tambour could be added with advantage. Some care in choosing instruments is always advisable in amateur productions, since much of the music's character may be lost or neutralized if only a piano is used.

Nowadays, when schools generally have a large reserve of simple instruments, it should be possible to vary the standard accompaniment, and the music of *Mary Jones* should be well within the reach of some young players.

But this is not to say that the piece is only suitable for amateurs, in the sense of requiring only enthusiasm and not much skill. Simple music is as difficult to perform with justice as complicated music; the care taken by a composer such as Mr Warren, and the courage shown in having committed *Mary Jones* to print, deserve a similar measure of care and imagination in performance.

I would like to think that the piece would attract serious attention from local radio or television. Enterprise of this kind not only deserves encouragement: on such efforts as this, and on the seriousness with which we treat them, our local cultural livelihood is judged. What is worth doing is worth doing well.

Music printing is an expensive business, and one important factor, no doubt, in the low publication cost of *Mary Jones* is that the music is reproduced in clear manuscript. It is worth noting, then, that scores can be printed and published on local initiative at much less cost than an established publisher could manage. Local productions can, therefore, be highly competitive publishing propositions, in today's economic situation; the story of the three talents is not only a tale for the well-off.

My other success story comes from Clevedon, in Avon. Lindsey Peck, a young music teacher, taught a group of 10 to 13-year-olds the guitar. "They worked with enthusiasm for six months", she writes, "but having mastered the guitar to their own satisfaction, the inevitable boredom began to emerge.

"It was thought that the composition and creation of a long-playing record could provide the stimulus needed for continued interest; it was also hoped to raise money for charity by sales. Therefore, the children were asked to compose thoughtful songs as an Easter holiday activity. When term recommenced in the middle of May, each child played and sang her creation into a tape machine. No music was ever written down. The eight most interesting songs were finally selected for inclusion on the record."

There is no doubt the venture has succeeded. At a total cost of about £600 for 500 pressings, which cost might have been less, says Miss Peck, had they had more experience, it might appear beyond the reach of most local music clubs. But the real value of the exercise lies not in whether or not this outlay can be recouped, but in the songs those children have been able to produce, and the precedent that comparatively modest expenditure has set.

None of the songs was written down. Having been thought out, they were recorded, and on the basis of the first recordings, they were worked on and improved. Many of the songs, notably those by Miss Peck herself, have a country-and-western feel, with lyrics tending to a rather abstracted mysticism.

Those written by the children tend to be much more concrete: my own favourite lyrics are "Lovesick Pinks" by Angela Appleby, a tale of the nut quite requited love of Mervyn the butcher for timid Jean, the silent seamstress of 30 springtimes, and a cheeky number by Robert and Jane Trevis which begins: "I'm just a born, born traveller/With a knapsack on my back/And all I've got is my doggie/And he's a mongrel at that".

A possible drawback of the record

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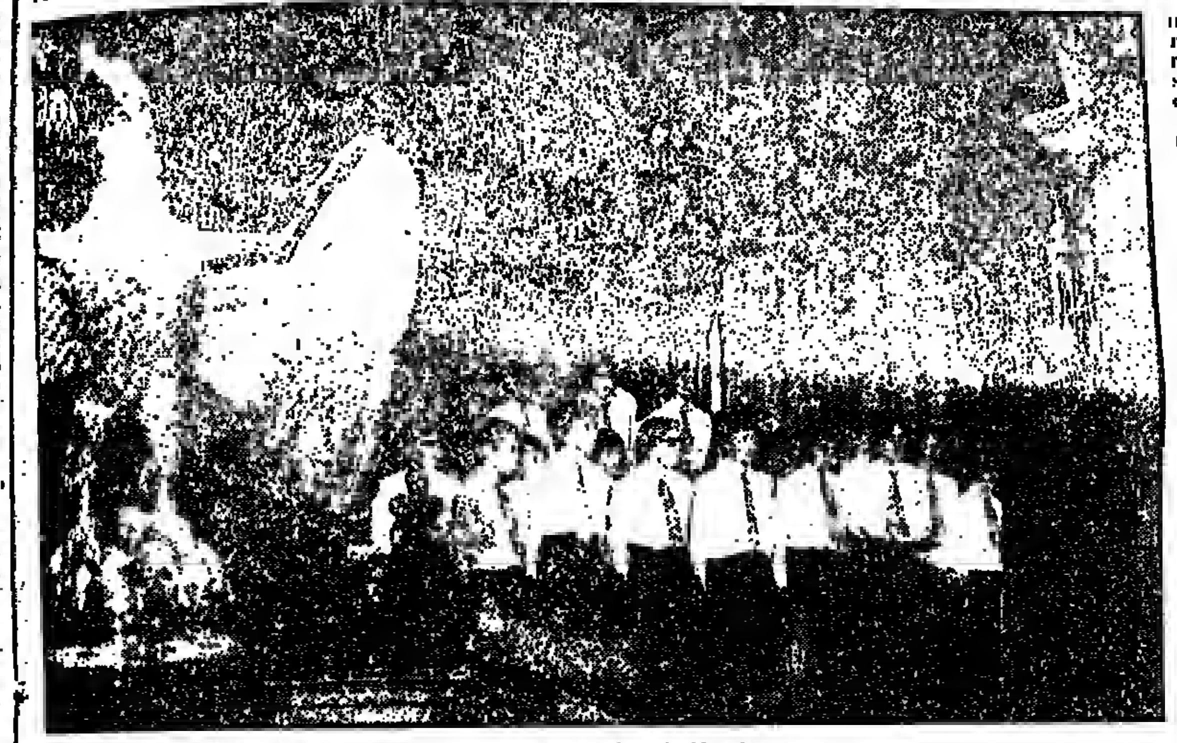
FROM JASON AND JOSEPH TO BYRD AND BRITTEN

Alan Doggett, director of the London Boy Singers talks to Hilary Finch



The London Boy Singers rehearsing in Norwich Cathedral with Alan Doggett.

It all began in 1961. Benjamin Britten decided that he would like a boys' choir to sing at the Aldeburgh Festival. In 1962 he asked John Andrewes, director of the Finchley Children's Music Group, if he could help.

In June that year boys of eight to 12 at local schools were invited to audition for the Finchley Boys' Choir. And in September, about 12 turned up. In December, they gave a concert at the Grosvenor Chapel, with Peter Pears and Imogen Holst—who hit on a name for them, "The London Boy Singers", and the name stuck.

Now there are 60 boys, aged from nine to 19. Their headquarters is at St Barnabas Church, Kensington; they have sung in *Jesus Christ Superstar* and they have sung to the Pope; they have travelled all over Britain and to Holland, Germany, Denmark, Italy and France; they sing hymns about the Blessed Virgin and songs about Barbapapa.

Alan Doggett became associate director in 1971, and director in February 1974—"the most important thing I've ever done in my life". He started to learn his first musical instrument, the organ, when he was 18. It was not until he was 28 that he had his first job in music.

He has had less active musical experience than many of his boy singers will have had when they are his age. Yet he has a shrewd sense of what it is that choirs and their audiences want and need, and what his singers expect of him and of themselves. Above all, he seems to know just what to do to fulfil these needs, to realize the ideas he talks about so excitedly.

The London Boy Singers draws its members from all types of social background and school; a circular letter is sent once a year to all primary schools in London. Boys from public schools in Potters Bar may be singing with boys from East End comprehensives, Christians with Muslims; the breadth of repertory and the entirely independent nature of the choir make it unique in this respect.

"I think a choir is like a vineyard", says Alan Doggett. "Each produces its own sound, and though one may say the same thing to the LBS as to cathedral choristers, the sound will be different." He adds: "Ours is the modified playground voice."

Choir work is never allowed to get in the way of school work—rehearsals are held at weekends and in the holidays. Alan Doggett sees the choir's disciplined and intensive rehearsals, its opportunities for professional performance and its travel abroad as a valuable complement to the type of musical education provided in schools. Moreover, unlike many sports and other school activities, singing is something in which a boy can compete equally with adults; a treble and a professional adult player in a symphony orchestra have absolutely equal status—and are judged by the same standards.

When Alan took over as director, the choir had tremendous tuning problems—something to be expected when they were always singing unaccompanied. So he had the idea of getting groups of instruments to play with them now and again; in the past year or two they have sung with the London Youth Brass Consort, the Jaye Consort of Viols, and they have performed Britten's folksong arrangements for voice and guitar with William Waters.

Their repertory is continually broadening—and always with a view to what the boys enjoy most, from Dufay to *Superstar* from Mozart to *Joseph and his Technicolor Dreamcoat*. Alan Doggett is gently amused by the fact that boys will join the LBS because they do not want to sing in a church choir—and then so many of them admit they enjoy Latin church music best of all. "They sing 'Ave Regina' on the bus", he told me, "... interesting what they do sing in the bus actually...."

And, over the acute business man and his own PRO, Alan Doggett always seems to know when to start and when to stop. It is as important to get on with the mayor and the town council to hold the odd charity concert, as it is to get on with the parents. And, if there is insufficient rehearsal time, then he will turn down work.

There are no formal auditions; a boy wishing to join goes to the training choir session on Saturday morning. As the choir has no permanent base and is continually required to sing in unfamiliar surroundings, a boy's reactions to a strange setting and to being with others is well and truly tested out.

After any time from three months to a year, as vacancies occur in the concert choir, he may be asked to move up—and he will be tutored in line sessions (three tutors work at the same time in different places) and then, after tea, will take part in the final practice. The boys' voices are trained throughout their range so that they move down the choir's lines rather than stop singing when their voices break.

In addition to the weekly rehearsal there are three holiday courses a year—and then, of course, the travel abroad—a social and musical experience which must be unique for almost all members of the choir. Some local authorities will help with grants (the choir is now a registered ILEA youth organization). Funds are also raised by bazaars, sponsored walks, and a small annual subscription—no boy is ever barred from going abroad for financial reasons. Paradoxically, it is becoming increasingly easy to go abroad than it is to tour in Britain. Plans for a tour of the United States in 1978 are further advanced than plans for a West country tour in 1977.

On March 9, in Westminster Central Hall, the choir will be taking part in Alan Doggett's pop extravaganza *Jason and the Golden Fleece*. He began to be involved in pop cantatas (like *Joseph*) while teaching at St Paul's junior school, in order "to involve lots of people". Children from all ILEA schools have been invited to take part in *Jason* and are being auditioned for parts in the chorus, as argonauts, harpies, goddesses, kings—and Roy Hudd is to be the centaur.

A work that (à la Orff) is based on simple *ostinati*, and can be used in a classroom with minimum resources, is being expanded into a massive pageant-cum-opera, with different schools doing different scenes. "Berlioz on the cheap", says Alan Doggett.

From *Jason* and *Joseph* to Byrd and Britten, everything the LBS sing is from memory, in whatever language and from whatever period—and always with their characteristic "continental" sound, with a remarkable sense of showmanship and with confidence and musicality. It seems superfluous at this stage even to mention words like discipline and dedication.

At their Christmas concert, half the boys had a stomach bug they had caught in France, but bravely sang on, green-faced, until, one after the other, they crept off the stage rather like the players in Haydn's Farewell Symphony. The next day their director was in bed with the flu. I remembered something he once said to me: "We're a cooperative. I expect as much of myself as of the boys."

Relaxing with the Vatican guard in Rome.

continued from opposite page

is the absence of a local theme with which the participants could readily identify. The subject is probably too wide and diffuse for the age group, with the result that the moral point of many songs is not always sharply qualified. But that is another matter. The standard of production is high; the idea behind the enterprise is admirable and fully justified, and there is a lot of very talented material in evidence, which—it cannot be too strongly emphasized—would not have been otherwise brought to light.

The practical example set by Lindsay Peck and her young friends deserves to be recommended to schools and local groups as an important and logical extension of music teaching. Here also l.e.a. and local broadcasting can play important supporting roles, in providing finance, practical expertise and publicity. The local dimension, however, is all-important.

Mary Jones, a musical play for young children, music by Norman Warren, words by Elspeth Stephenson, is published by the Maplewell Press, 49 Newbold Terrace, Leamington Spa, at 60p.

Reality from Dream, seventeen songs written and performed by members of the Friary Folk Group, Clevedon, and their musical director, Lindsay A. L. Peck, is available from the Director, Mrs Martin Appleby, 37 The Avenue, Clevedon, Avon BS21 7DZ, at £2. All profits from sales of the record will be donated to charity.

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Pupils of Felix Cobbson at Stewards Comprehensive School, Harlow, performing Ghanaian dances in the school art room.

MAKING MUSIC MULTIRACIAL

By Peta Levi

In the past Britain has successfully absorbed and been enriched by its immigrants; but Danes, Normans, Flemings, Huguenots and Jews all had a European culture. During the past 20 years Britain has received a large number of immigrants from divers ethnic and linguistic backgrounds.

According to the Community Relations Commission there has not been much movement out of cities by the ethnic minorities; but as Jock Dobbs of Dartington College of Arts, says: "Although in rural areas like Devon and Cumbria there are a negligible number of ethnic minority pupils, school leavers have to go away to towns in other parts of the country for work, and then they make their first contact with people from many different cultures. So it is essential that all our pupils should be educated towards living in a multi-racial society."

Without understanding our new neighbours' cultural backgrounds one cannot foster the positive aspects to stimulate and benefit our country and create an integrated society.

Logically, changes in teachers' attitudes and methods should originate at colleges of higher education; in practice they develop in the classroom. Some teachers, often working in isolation and using very different methods, are involving pupils of different cultures and musical aptitudes, awakening their abilities to listen and assess and to experience satisfaction from practising skills on equal terms.

When two years ago Ghanaian-born Felix Cobbson asked his pupils at Stewards Comprehensive School, Harlow, what they knew about African music, the replies did not extend beyond Tarzan and shouting; but now his pupils' interest in his creative music lessons has led to his teaching traditional Ghanaian drumming and dancing, albeit during lunch hours and after school.

This year two pupils are doing projects on African music for their CSE music examination, and Cobbson has built up a team of predominantly white drummers and dancers, who sing in Ga, make their own costumes and have even been invited to teach York University students and to participate in a London rock concert with the African group, Osibisa.

Cobbson studied at St Martin's College of Art before taking a London University art teacher's diploma and taught for 10 years before becoming director of creative studies at Stewards Comprehensive. He works with pupils on linked projects; recently they drew and designed puppets in the art department, made the puppets and clothed them in the craft department and created dances for them in the music department.

He had the idea of using his own Ghanaian drums (his hobby is the study of traditional African music) to stimulate pupils' interest in making their own music. By the third lesson a group of 30 mixed ability 13-year-olds (only two of whom could read music) had mastered the easy technique of using their hands to make open and muted sounds on the drums (which are different shapes, sizes and timbres) and had learnt Cobbson's simple box notation system, so that they were able to write their own music on the blackboard, play it (some better than others) and judge who got it right.

A videotape (which should soon be available on loan from the DES) was made with a group of 14-year-olds (including remedials) at the end of their year with Cobbson. In it the pupils' music, movement and costume is combined with language and history into a piece of music/drama in which everyone participates. He uses the repeated process of stimulating the imagination with a visual picture, in this instance a horse race; this prompts pupils to experiment for sounds and movements, the most appropriate being selected, practised and built up to a performance.

Unlike steel band drums, Ghanaian drums are not hard to tune and are now being manufactured in Britain. (Awa-Ke African Drums, 44a Fitzroy Road, London, N.W.1.

Another teacher who used her ingenuity, this time to cope with a crisis is described in Rachel Scott's book *A Wedding Man is Nicer than Cats, Miss.* (David and Charles 95p). Faced with Indian and Pakistani children who had come straight from Punjab villages to a West Riding manufacturing town, constant demands were made on her understanding. On one occasion she had to deal with the sudden distress of a devout young Roman Catholic who, overhearing a remark while the class were building a Christmas crib, realized that his friends worshipped God in ways different to his own.

"Angelo had an ear for music ... he made up his mind that come what may these heretics should not disgrace him at the carol concert. The fact that Asians are insensitive to the tones and rhythms of western music was a fact he could never understand. 'They doesn't 'alf sing queer, Miss!' he complained, as his comrades droned their way through the morning hymns like bagpipes clogged with grit.

"As self-appointed maestro, he dragooned his reluctant choristers ... His pièce de résistance was *Come all ye faithful.* His choir pronounced it 'pateful.' Called in to help with the words, I realized for the first time that the familiar carol bristled with difficulties, not only linguistic but theological. What, I wondered, would Class 4 make of 'begotten not created'? How would good Muslims react to 'now in flesh appearing'? And how, above all, should we negotiate the 'Virgin's womb'?'"

This pinpoints another problem for teachers—the lack of resource material from other cultures, with the inevitable result that West Indian and Asian children, unable to relate songs and ideas to their own backgrounds could be made to feel these must be unimportant, and they do not seem to exist.

Publications are starting to appear, such as A. A. Opoku's *Festivals of Ghana* (write to The State Publishing Corporation, Tema, Ghana), *Ancient Chinese Tunes* by Laurence Picken and Kenneth Pont (OUP £1.50), *Folk Songs of Trinidad and Tobago* by Walke and Walters (Boosey and Hawkes £1.65), three books of Jamaican folk songs by Olive Lewin, such as *Brown Gal in de Ring* (OUP 40p), *30 Negro Spirituals* by Sebastian Brown (OUP; two books, 50p each) for secondary pupils, and *Ears and Eyes* by J. P. B. Dobbs (OUP, two books, 48p each), a collection of international songs and dances.

This article may encourage teachers to think about their own aims and methods and, with the help of music advisers to discuss their ideas with others, prompt heads to encourage links between departments (which demands administrative planning) and consider a more flexible timetable, and suggest that community relations officers might make more use of immigrant talent.

James Cummings did this in Croydon by inviting Sunila Golvala to teach Indian dancing in answer to a crisis [illegible] years ago when their expulsion from Uganda had left the Asian girls unsettled. Golvala now has many non-Asian pupils in her classes at Lanfranc Comprehensive School, Croydon. She also had a mixed class of 40, including primary-age children, at Croydon Adult Education Centre. This class was axed for financial reasons.

Lastly, I hope some of the recommendations made in Naseem Khan's report *The Arts Britain Ignores* (May, 1976, Community Relations Commission) will be adopted, as will give our society sorely needed enrichment.

A STATE OF INEQUALITY

The present system of musical instrument teaching in school favours the few at the expense of the many. By Paul Farmer

Amid the experiments and changes in music education it is strange that the glaring inconsistency created by musical instrument teaching in schools should continue.

An essential feature of the present system is a very low teacher-pupil ratio, as low as 1 : 1 in some cases, as opposed to a national average which last year was 1 : 17. If a school employs several instrument teachers, each of whom works for a few hours a week, their total teaching time can equal that of a full-time member of staff. My argument is that in order for there to be instrumental teaching in schools, given a fixed teacher-pupil ratio, the size of ordinary full music classes may have to be increased.

For example, in a six form entry school, if music is compulsory in years 1 and 2 but optional up to A level, there may be 35 music lessons a week. An average class size of 28 with one full-time music teacher could produce an average music class size of about 23, assuming smaller teaching groups for O and A level classes.

In the same school there might easily be violin, guitar and piano teachers, each visiting the school for half a day a week, and perhaps a brass teacher working one whole day. If the size of teaching groups varies from one to four pupils, this would produce an average class size of between two and three pupils.

This arbitrary but familiar example shows that the size of full music classes in schools may be up to 10 times that of instrumental groups. It is easy to see what a difference would be made to the size of full classes by using the instrumental teachers with them.

If the total departmental staff allowance were constant, and the instrumental teachers' time were allocated to class teaching, the new average size of full classes would be about 15. It is clear from this example that in order to run instrumental teaching in schools a small minority of pupils will have a much greater amount of staff time spent on them, at the significant expense of the many.

If a standard class size or ratio is assumed for all subjects in the secondary school, then variations from this must be justified. The withdrawal of pupils for remedial work in small groups is a standard method of dealing with those who have difficulties with English or maths. It may be justified as "positive discrimination". Smaller classes may usually be found in the sixth form as, rightly or not, more attention is paid to older or more advanced students.

Minority subjects in schools are sometimes given favourable treatment in being able to set up new courses. Here the minimum number of pupils required for a course to start may be reduced at first. Practical and technical subjects have also come to be taught in smaller groups, sometimes for reasons of safety. The criteria for smaller classes and the arguments used to justify the cases above may be disputed, but, except in the remedial example, none discriminates against the majority in any one year group.

Nevertheless, the present system of teaching instruments in schools certainly produces arguably worthwhile results. Many local authorities have flourishing musical activities which involve large numbers of players combined into youth orchestras, bands and other groups. This is the positive side to the usefulness of instrumental teaching in schools. What is wrong is that this opportunity is only available to a small number, while the vast majority of pupils suffer comparatively large classes, and much less attention.

In the earlier example classes are over 50 per cent larger as a result of instrumental teaching. The choice is clearly between quality and equality: do we want the majority of pupils to "pay" for a few to achieve more? This question can only be answered by looking at the total good of such a proposal, and of its alternatives.

But even if this need of preferential treatment for a few could be justified in terms of the total good, there is still a massive problem of selection. It must also be asked why this problem does not arise with other subjects. (Who would dare, for example, to select talented or even supposedly deserving children for individual or small group work in art, on the same grounds that the quality of the work produced under such favourable conditions would justify the necessarily poorer conditions of the many?)

But if the present system of instrumental teaching cannot be justified, an alternative must be adopted: either the teaching time for instrumentalists should be shared out among everyone, making whole classes smaller, or it should be used for the extraction of small groups in rotation, so that all pupils can benefit from small group work.

There are sociological factors which make the present system seem even worse. Music as an art has a history and tradition closely bound up with social class, and as a school subject it has not failed to associate itself with a particular kind of culture. I do not propose to go into this aspect of the subject here, but though it would be difficult to prove the assertion that those who learn musical instruments tend to come from the middle classes, I believe observation shows this generally to be so. If true, the present system becomes doubly unfair, since the working class child will not only suffer as all in the majority do, but precisely because he is working class he will stand less chance of joining the minority than others.

It is of course nonsense to suggest that working class children do not learn musical instruments, but it is equally unrealistic to claim that middle class children do not have the advantage of parents who may themselves be musical, and who will encourage and push for their children to receive lessons. They may also be able or willing to buy an instrument and pay for private lessons when the child is younger, thus giving an appearance of talent on arrival in the secondary school.

Finally, there are positive reasons why the present system should be rejected. Under an alternative scheme practical work for ordinary music classes would improve because of the much more favourable class size. Music teachers often argue for half classes for practical work, and the first alternative of simply reducing class size by more than a third would mean that each child would receive more attention. The second alternative of group withdrawal would mean that individual contributions to whole class work would be given special attention for a while, thus improving the overall quality when pupils returned to the classroom.

Two points of argument should be anticipated here. The first is that poorer or otherwise underprivileged children may be denied the chance to learn an instrument under an alternative scheme, and thus miss an opportunity to enrich their otherwise dull lives. The importance of this must be placed against the proportion of such pupils at present receiving tuition, which as I have already suggested is comparatively low. Even so, the social background of the child should not be the reason for selecting him or her to learn an instrument in the first place: the same children would no doubt benefit from preferential treatment in other subjects, but on that basis this is not provided, except in the remedial cases mentioned earlier.

There is also the question of where our future instrumentalists will come from. There is already considerable wastage under the present system: the vast majority of pupils receiving tuition do not become professional musicians let alone accomplished amateurs; in fact many give up playing at an early stage thus wasting everyone's time.

The tiny number of those learning in schools who later become musicians of value to the community could easily be taught at local centres out of alternative funds: though, like artists, poets and musicians of the past, they would probably emerge without the state's help.

It is unlikely that the present system of instrumental teaching in schools will change as radically as I am suggesting. If it does it will mean huge organizational and curricular changes for music departments: but perhaps this is the key to significantly improving not only the practical response to the subject, but also the whole attitude of teachers and pupils to music teaching in schools.

Paul Farmer is head of music at Holland Park School, London. He is expressing personal views in this article.

THE RIGHT TIME

If a Scottish Assembly is to be launched in 1978, what better year to launch a SNYO, asks Colin MacLean

A Scottish National Youth Orchestra may be formed in 1978. There may, too, be a Scottish Assembly in the same year, and there are striking similarities in the style and scope of the arguments about both possibilities—arguments related to established local and regional loyalties as well as to ambitions that are international and supranational.

If an SNYO comes into existence in 1978 its initial purpose will be to take part, perhaps as host orchestra, in the 1978 International Festival of Youth Orchestras at Aberdeen. In the few years since this international event made Aberdeen its main venue, the Scottish representation has been unremarkable, this is partly because the IFYO organizers have not tried particularly hard until recently to find young Scottish musical talent. But there have been Scottish reasons too.

While excellent full-scale orchestras drawn from young Scottish instrumentalists have given performances in Scotland in recent years, none has claimed an all-Scottish identity. As in other matters, West and East have not worked together in a venture of this kind.

The most all-embracing Scottish musical body capable of serving such a purpose has been the Scottish Amateur Music Association which operates on a thin shoestring. In recent years its activities have been impressive. It has run a week-long summer school at St Andrews, particularly for pupils about to enter colleges of music or university music departments. Also in the summer it has formed a national youth brass band, a national youth wind band, and a national youth string orchestra, each with a week-long course leading to a performance. The association's most recent achievements have been a summer guitar school and a national youth piping school.

For the Scottish Certificate of Education, piping is now an option in O grade music. In the past decade education authorities have recruited piping instructors to teach school pupils, but with the present extensive economy cuts this innovation is under threat. Indeed, in most Scottish regions instrumental instruction is suffering: tuition fees are being introduced or raised, and in some areas instruction organized by education authorities is being brought to an end.

Money is clearly the biggest problem so far as the formation of a national orchestra is concerned. Even when young performers are receiving all the instruction they need (often at parents' expense) and show great talent, regional authorities are not likely to maintain the recent level of support for well established ventures: they are even less likely to find the funds to support new ventures. Many parents now have less spare cash than they had: if they have musical children they may well be paying out a lot already.

Would membership of the SNYO involve heavy expenditure in addition to costly membership of other orchestras and attendance at music schools? And, if there is to be an SNYO, surely it must be able to travel not only to Aberdeen but—like other such orchestras—abroad. Equally important, would an SNYO constitute a last straw in its demands upon young players' time? Would it be practicable for a young player to belong both to the (British) National Youth Orchestra and to an SNYO, for the NYO can take up at least three weeks of a young player's year.

The existence of the NYO is something of an impediment in several ways. It is long established and it offers great prestige to young players, though admittedly to a very limited number. The SNYO might, it is feared, be seen as a mere second best.

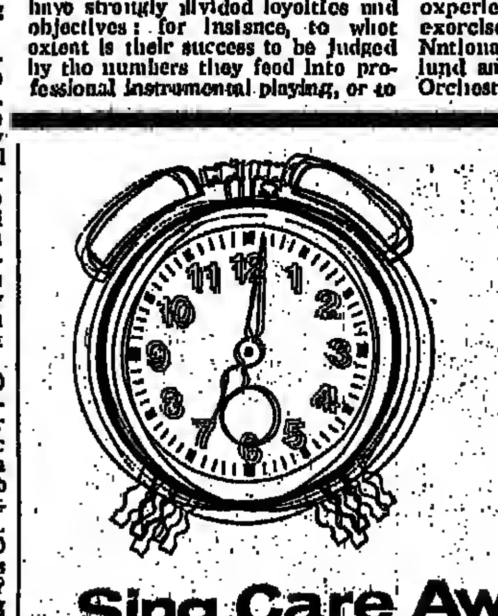
The potential pull of an SNYO is suspected by people in charge of regional orchestras, many of whom have in turn to cope with resentment by those who run district and school orchestras. The musical world has its full share of sensitive and difficult personalities, but also of people who have no wish to upset the present patchy system which operates fairly well.

The miracles of advance in Scottish music of recent years are considerable. So, for this very reason, few people can think in terms of established practice. Both the amateur and the professional musical world have been flourishing in Scotland as never before: on the professional scene the advances have been breathtaking—Scottish National Orchestra, Scottish Opera, Scottish Chamber Orchestra, Scottish Baroque Ensemble, and so on, to say nothing of all the broadcast music.

Hovering between the amateur and the professional (in more than one sense) the music teachers often have strongly divided loyalties and objectives: for instance, to what extent is their success to be judged by the numbers they feed into professional instrumental playing, or to the audiences for instrumentalists?

A committee has just been formed to consider, not the long-term formation of an SNYO, but the ad hoc setting up of an SNYO that might play in Aberdeen in August, 1978, for the IFYO. The hope is that from this experience some useful lessons will be learnt about the potential of a long-term annual arrangement, possibly with more than one week per year devoted to intensive work together. Lessons have already been learnt and useful experience gained from the joint exercise last year between the National Youth Brass Band of Scotland and the National Youth String Orchestra of Scotland who together gave a most successful concert in the summer series of Glasgow Promenade Concerts.

As for timing, it is argued that just when cuts and still more cuts are threatened is the time when there is greatest need to make the Scottish public aware of—and therefore jealous in guarding—its new high standards. If a Scottish Assembly is to be launched in 1978 what better year to launch an SNYO? And anyway Scotland already has oil; some of those oil companies have big education trust funds. Like all, the money is there somewhere: it just has to be found. The exercise needs skill—and a great deal of will.



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READING WITH MUSIC

By Margareta Hartfree

"Music has a beneficial effect on mind and body. It stimulates the metabolism and muscular energy, accelerates breathing, affects the pulse rate and blood pressure, it enlarges consciousness and increases motivation. Music can be the means of intellectual and emotional growth, and learning, which is significant and joyful."

I had read it all during a one-year music course, and also conducted an investigation, which indicated that music, especially rhythm, can help children to remember words and phrases.

Here I was, back in the classroom with 33 mixed infants, aged about five years, some of whom had not yet been given their first reading book, and curious to find out if it is possible to teach reading more successfully with music than without.

"m" is a good letter to start with, big and easily recognized as "mummy's letter" With two rooms and a chimney to the left, I drew it as a pictogram in the top corner of a big sheet of paper, put a cooker in the room to the left, a bed in the other room, and Mummy by the door, holding the baby, waving goodbye to the Dad, mate, friend or whoever would fit the role of departing cohabitant in the children's imaginations.

In the opposite top corner I put a frame, ready for a picture of Mary or Michael, and underneath I wrote in large letters:

My mummy says "no",
My mummy says "maybe",
My mummy says "yes".

I told the story of Mummy, who lived in a house with two rooms. We drew the shape of it "in the air", first going "down the chimney" and taking care not to leave any "cracks in the walls" between the rooms.

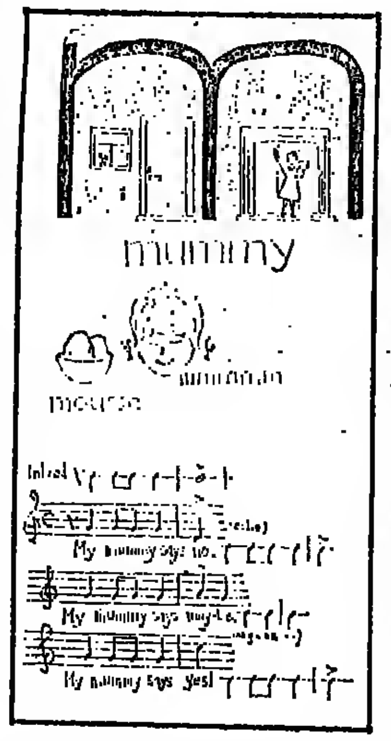
I told the children of the hot day, when the children asked for ice cream, and Mummy said "No, not yet", how they later asked again and had a slightly more hopeful answer, and how at last, at teatime—ice cream!

I then surprised the children by singing the lines, while gliding my finger under the words, and tapping the rhythm after each line. The children soon joined in the rhythm tapping, and then the singing.

We looked for Mummy's letter in the text and "tasted" them as we sang the words slowly, eyes closed: mmmy, mmmaybe and mummy.

We sang mmmm, and the children could feel the "motors" vibrating inside by putting their hands round their throats. They had some fun finding out where the sound comes out, and stopping it by pinching their noses. We painted an enormous "m" and furnished it with cut-out pictures.

Michael offered to draw a self portrait for the frame, and when I wrote his name under it we noticed that capital M looks like two mountain tops. Simon announced that he had Mummy's letter inside his name, and so had Tim, at the end.



Next day we sang the Mummy song again, looking at the words on the chart.

The children remembered the words well. Perhaps the tapped rhythms at the end of the lines had served as subconscious repetitions? Had I not read somewhere that it is easier to remember what is sung than said?

Jenny offered to sing Mummy's part: "no", "maybe" and "yes". We divided into three groups to clap the rhythms after the three lines. We tried "echo" singing; I sang a line at a time, the children repeated each one. It seemed as if the in-sound helped the children to hear the notes "inside their heads" and sing reasonably in tune.

And so we sang our way through the songs, about sand in sandwiches by the sea, comforting Nanny offering nuts, falling, flopping and fidgeting Fiona, and kippers, kept in kipperboxes. We walked like dumpy, dotty dinosaurs and splashed in puddles like bad Bobby. (Many of the songs could be dramatized and used for Music and Movement.)

Comments and reactions varied. "This one is brilliant" from Simon made me feel it was all worth while writing a new song. I made colour-coded cards, upon which were the words of the songs, and the children sorted them into lines and songs, and read or sang them to one another.

The songs on the walls were useful for spelling reference. "Ready? Oh, yes, in the bedtime song." "Birthday? Find it in Yvonne's song." I used the songs for "missing words" cards and sentence making. Deborah found that the "sleepy song" was easy to play on the xylophone and recorder.

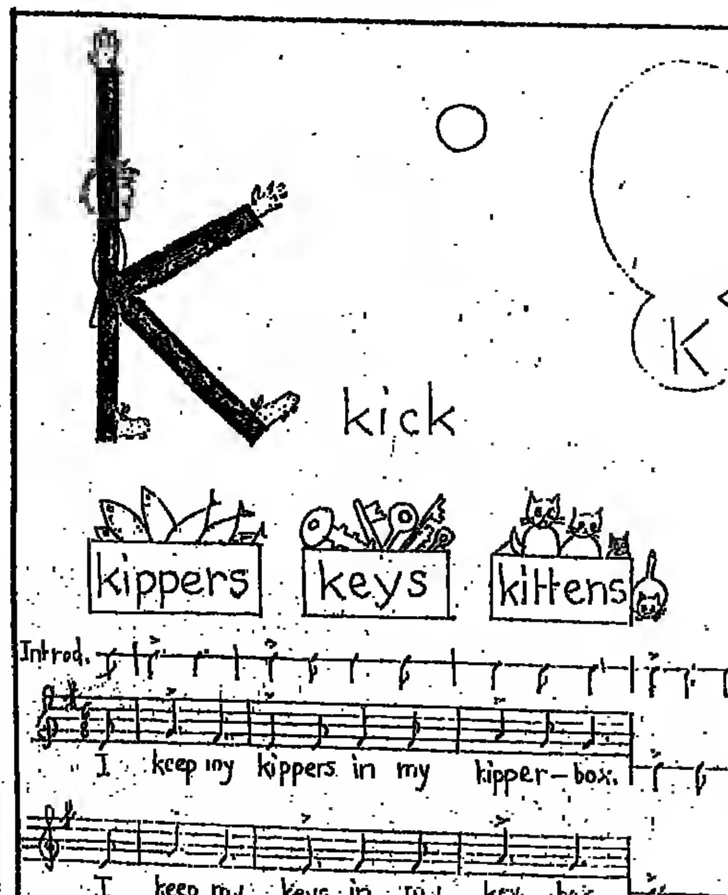
Now, at the end of the year, it is hard to assess the influence music has had on the children's reading development, but it seems to have helped especially the slow readers. The children, who came up from the reception class last September without the comfort of a reading book, are now at the end of the year enjoying their fifth book.

The clear pronunciation, which is necessary for singing, has improved both the children's speech and spelling. The children have learnt to notice the sequences of letters during the short sessions of studying the songs, and the many repetitions in the text have helped memorization.

The words of the songs have consolidated and widened the vocabulary of the reading scheme. The disciplines of melody, tempo and rhythm have, I think, sharpened the children's listening power and self-control.

And, perhaps most important of all, the enjoyment and inspiration of singing, rhythm-tapping and movement has given the important incentive to learn—it is fun to do, and therefore successful.

Margareta Hartfree teaches at Christ Church Infant School, New Malden, Surrey.



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INVOLVING THE PRIVATE TEACHER

By Eta Cohen

Standards in musical education in schools have developed a great deal in this country in the past 40 years. Authorities acknowledge its value to society and its importance in improving the quality of life for everyone.

Participation in active music making helps to channel the energies of youth and besides being a possible antidote to vandalism and violence, it provides the means for filling leisure time with one of the most rewarding and stimulating hobbies. Enjoyment in playing and also in listening can extend right through to old age and at this time of life can provide great solace.

All in all, the case for examining methods of improving musical knowledge and prowess is vital and it is important that the best ways of organising instrumental teaching are reached as economically as possible.

Formerly, music was given only a small place on the timetable and included mainly class singing and theory and possibly some time on musical appreciation. Much more attention is now given to the teaching of orchestral instruments culminating in the formation of many youth orchestras.

It has been argued that every child has musical potential—but it is important to kindle interest in the early stages, nurture and maintain the first delight in musical activity and then steer the child through all stages of childhood and adolescence. There is no valid reason why a large percentage of all children should not become moderately proficient in playing some instrument, with great benefit ultimately to both the child and the state.

There are admirable schemes for studying instruments in schools. The teaching is usually in groups, so the emphasis is more on orchestral instruments than piano, which is often taught privately. In many towns, talented children are given the opportunity to have individual lessons at a music centre or junior music school at a minimal cost.

So far so good, but there is still tremendous scope for lifting standards higher and enlarging the intake. I feel strongly that the authorities do not use to the fullest extent the talents of the private teacher—a powerful force, which at small extra cost could contribute so much if given the right backing.

Obviously, it would be important to use only teachers who could demonstrate that they have the knowledge, experience and dedication to achieve results of the highest standard. Although many do not have a qualification on paper, they are usually specialists in the performance of the instrument which they teach, and if well established, can provide a comfortable studio and adequate equipment—a good piano, records, tape recorder, music, books etc. Not all schools can provide this.

What is more important, they can give individual attention and tuition over a long period, which is not interrupted by a change of school and they can give lessons of adequate length, suitable to the needs of each pupil.

The private teacher also has quite a long involvement with parents who usually, in the case of young children, bring them to the lessons and supervise the practising. This puts the relationship on a very personal level which is conducive to greater progress.

Besides this, the teacher is personally responsible for the child's achievements. She has her reputation to consider and as she has no salaried security will make strenuous efforts to see that her pupils' progress compares favourably with that of other teachers.

The provision of music centres, junior music schools and similar institutions cannot always provide a substitute for such individual tuition, although the facilities that a centre can provide in addition can be invaluable.

It seems reasonable to expect that local authorities should give awards for children to study with private teachers in their own studios so that the teachers could maintain their freedom and independence. At the same time, pupils should be allowed to join in with any other activities of a music centre (orchestra, chamber music, choir etc).

The cost of small subsidies are minimal when compared to the salaries of full-time staff or the expense of bringing part-time teachers long distances to the centres. Pupils could have the best of both worlds and teachers would have greater financial security. There would be a real feeling of cooperation between the teachers and the authorities, to the mutual benefit of all.

The next step would then be to encourage cooperation between private teachers and the local schools. There is a growing feeling that instrumental and vocal proficiency should be rewarded in O and A level results, and that music expertise is just as important as a knowledge of science or languages. Once this fact is universally recognized the whole climate of opinion among teachers and parents would change radically.

Head teachers would become more aware of the value of good instrumental teaching for their pupils and would be more sympathetic about allowing children to attend lessons at a teacher's own studio during school time. Better still, instrumental work would be geared to the school timetable and arrangements made for a child to practise at school or have homework time allotted for practising. There seems no reason why children who wish to specialize in music should not be specially streamed and music given the same status as other subjects.

The problems of the outstandingly talented children have been partly solved by the formation of special residential music schools, but these mainly provide for those who are totally committed to a musical career at an early age—a small minority. In addition, they are expensive to maintain, so can only admit children of those parents who have the money to pay themselves or the backing of a local or national authority.

In the latter case, an administrator would have to decide whether to spend money on one potentially talented child or the same amount on at least ten others who might be able to receive training which is as good locally, assuming there is a reputable private teacher in the area and the aforementioned cooperation between advisers and head teachers.

It is important to realize that many children who are admitted to special music schools have been initially well taught by private teachers, otherwise their talent might not have been recognized. If the outstanding are to given special privileges then all young children should be given the same chance to prove their ability.

Alternatively, there is a case for those who wish to keep their options open without committing themselves to a musical career too soon and enjoy a broader educational outlook and more varied social contacts, while living at home and attending a local school but still specializing in musical performance. This is where the good private teacher can be such an asset.

I would hope that if music advisers were able to unite with private teachers there could only be benefit to all. What could be more exciting than the prospect of ever increasing numbers of young people being involved in making music at all levels?

Eta Cohen is warden of the private teachers section of the Incorporated Society of Musicians.

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STEEL BAND BLUES

James Cummings on how not to start a steel band in a school

We were delighted, our steel band instruments had arrived. The pupils were jostling and vying with each other for a view. They were so anxious to play, that they began testing the notes with their fists, with rulers, and almost anything they could find. Little did we realize that those were not just metal drums, but metal drums which by a series of processes had been transformed into highly sensitive musical instruments.

Ours was a standard set of instruments usually called "pans". It comprised five bass, two second, two guitar, two ping pong. In spite of their designation, they corresponded to alto, tenor and soprano. Some schools enlarge their set to include the cellos, which is a group of three drums played by one person.

The five bass have two octave range. The double second pans have two octave range and are used for chords, harmony or counter-melody. The guitar pans have 16 notes with a deep mellow sound, and are mainly used for playing chords. The ping pong are the soprano pans and have a two octave range. All are tuned to British standard.

The head and the music teacher had for a long time wanted to start a steel band in the school because about 30 per cent of our pupils were West Indian. It was on the advice of one of our West Indian parents, who was active in the parents association, that we were able to get on to someone who could make these remarkable instruments.

We had many lessons to learn, but we did not think we had to learn them the hard way. We thought we could rely on this good parent, being a West Indian himself, to be knowledgeable about steel bands. We later realized that all West Indians are not knowledgeable about them. That those who are, may not necessarily be able to play, that those who could play may not necessarily be able to teach, and worst of all, that those who are able to play and teach are not able to make instruments.

Our next step, having had our instruments, was to find a tutor. The instrument producer did not have time to teach, and for several weeks our instruments laid there while we looked and hoped and almost prayed that somebody would tell somebody that we needed a tutor. We were not aware that most of our problems could have been solved, or would never have arisen, had we consulted our music inspector, after talking to our well-meaning and enthusiastic West Indian parent.

At last our tutor arrived. Somewhere along the grapevine he had learned that we had taken delivery of a set of steel band instruments. After his meeting with the music teacher we got to know that he had not been sent by anyone, but that he had heard schools were introducing steel band music, and he had been going from school to school offering his services. He looked at the instruments, found they were out of tune and offered to tune them at what we thought was an exorbitant price. We, therefore, thought that the person who produced them should tune them again seeing that they had not been used.

When we eventually got on to the producer he claimed, perhaps justifiably, that he had delivered them in good order and that it was probable they were put out of tune either by moving them around or by the indiscriminate use made of them by the children in the absence of supervision. We decided we had gone too far to turn back. The head therefore authorized payment to the producer for tuning them.

There seemed to have been some disagreement between the tutor and the producer about the layout of the notes on the instruments and the quality of the pitch. Later we were informed that a standardized pattern had been worked out with Steel Band Tutors Association. Indeed, we did not even know prospective tutors were assessed before being allowed to teach in schools.

In spite of our initial difficulties we were off. The music teacher had difficulty in limiting the number of eager little bands willing to try themselves at steel band music. [illegible] thought the children of the West Indian community should be given priority as this was their music. Our West Indian parent, who was still showing interest, thought that equal numbers of West Indian and non-West Indian children should be selected. He wanted to show the "pans" were just like any other instrument and that children of West Indian parentage did not necessarily have attributes that made them better at playing.

The tutor wanted to have each group of children for an indefinite period until they learned what he wanted them to. From our experience, however, we knew that for any lesson the concentration of the children would only last for about 30 to 40 minutes. It took some heated arguments to clarify this but, it was finally agreed that he should have eight children at a time, five on the instruments and three taking turns for 40 minutes.

Now that all arrangements had been settled we looked forward to the time when the children would be playing tunes at assembly and in public as several other schools were doing. It was disappointing to find that the children were kept playing chords and changing places on the instruments with each other, especially as we were being offered opportunities to go on television and to play at popular functions. It did not dawn on us at the time that merely having a repertoire of a few tunes was not the best way for the children to broaden their knowledge of the potential of the instruments. We must have been more concerned about our image.

The music teacher decided to attend a steel band class in order to be able to teach the children on the days when the tutor was away. After her few attendances, she realized that the way she was being taught was not the same method used by the tutor in our school and that the instruments used in her class were different in sound and in layout.

When the tutor learned that our music teacher had been attending steel band classes there soon became a series of difficulties between them which became harassing for the pupils. Eventually the head mediated and established a working relationship between them. It was agreed that the tutor would give the lessons and the music teacher would merely supervise the practice to ensure discipline and the proper use of the instruments.

Everything was now plain sailing, the pupils were enthusiastic, the tutor was keen, the music teacher was pleased. More and more we were becoming affected by the melodies that welcomed us to school. The "steel band children" always arrived early to practise. They seemed to have acquired a new confidence. As the tunes floated out to the grounds, we hummed, sang, smiled and walked gaily into school.

However, the chairman of the parents' association was over-zealous. He was also chairman of a local body which organized fund-raising functions for charities. This kindly gentleman wanted the band to play at one of these functions and the tutor had objected. He did not think they were sufficiently proficient but we thought they were reasonably good. He also complained that the children were being exploited and that the chairman should engage a professional band.

The head who had tactfully left the tutor and the music teacher to get on together, was in a strong position to mediate again. He listened to the tutor's arguments one of which was demonstrated. The head was invited to observe the pupils playing one of their pieces, and afterwards the tutor explained. The head noted they were striking the instruments with a thud. This the tutor explained was because the pupils had not been playing long enough to have the arm muscles necessary to make rhythmic sound. Steel band notes are difficult to sustain.

Our head is not a particularly musical person, but he seemed to have understood the sentiments of the tutor. On the other hand, he is alert so he inquired what the professional fee would be. He then proposed that the chairman should pay a slightly lesser fee into the school's fund and that the tutor be paid for conducting the band on that occasion.

He also laid down firm guidelines for the future. All engagements were to be considered by the music teacher and the tutor in consultation with him. Charitable engagements were to be closely scrutinized and those engagements that made the pupils more aware of the nature of their community were to be given preference. Among those were entertainment for the handicapped, the elderly, schools, church services and similar social groupings.

Lots of spin-offs from our steel band are being discussed. The music teacher wants to combine the band with other instruments, as well as to use them with the choir. The teacher responsible for drama wants the band to back-up a Caribbean dance group. The deputy head is interested in a multi-study project on the Caribbean. We have had a suggestion for a twinning arrangement with a Caribbean school which has a steel band. We do not know what crises or pitfalls will follow these grand ideas, but one thing we certainly know is how not to start a steel band in a school.

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MIDDLE
continued from page 32

Scale 1 Posts

HARROW
EDUCATION COMMITTEE
[illegible]

MERTON
London Borough of
EDUCATION COMMITTEE
[illegible]

SUFFOLK
COUNTY COUNCIL
HEYTON MIDDLE SCHOOL
Near Bury St. Edmunds
1686 boys and girls aged 9-13)
Headmaster, T. W. Whitnall
Required from the Summer Term, 1977, an experienced TEACHER of FRENCH and ENGLISH (Scale 1). Further details and application forms obtainable (stamped addressed foolscap envelope please) from the Headmaster at the School. Closing date 7th March, 1977.

Secondary Education

Headships

BUCKINGHAMSHIRE
[illegible]

Educational Appointments

Male or female required for the following posts:

DEARNE BOLTON-ON-DEARNE CARRFIELD Junior and Infants School
Highgate Lane, Bolton-on-Dearne, Rotherham
Headteacher W. R. Cooke
Required for Easter.
Deputy Headteacher – Group 5
Application forms obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by 11th February (s.a.e., please).

WORSBROUGH HIGH SCHOOL
Ardsley Road, Worsbrough Dale, Barnsley
(11-16 Comprehensive)
Headteacher S. Hughes
Required as soon as possible.
Teacher of Music (Scale 1)
to teach the subject throughout the age and ability range. Second subject required.
Interested Students should also apply.
Apply by letter to the Headteacher giving full curriculum vitae and two referees.

BARNSLEY
Metropolitan Borough

First Teaching Appointments

PRIMARY
Newly trained teachers are invited to apply for a limited number of First Teaching Appointments which may become available in Nursery, Infant and Junior Schools for September 1977.

SECONDARY
Applications are also invited from students who have trained for Middle or Secondary Schools and can offer the following subjects in the Authority's Comprehensive Schools for pupils in the 11-18 year age range:
Music, Home Economics, Modern Languages, Mathematics, Physics, Technical Subjects, Religious Education.

BURNHAM SCALES
Plus LONDON ALLOWANCE £402
Plus ANNUAL SUPPLEMENT £312

Application forms are obtainable from the undersigned and should be returned immediately. Applications will not be accepted after 21st February 1977.

Education Offices, Broadway, Stratford E15 4BH.
J. S. WILKIE, M.A., Ph.D., Director of Education.

LONDON BOROUGH OF NEWHAM

CHESHIRE
[illegible]

EAST SUSSEX
HEAD OF HAMPDEN PARK COUNTY SECONDARY SCHOOL, Eastbourne
[illegible]

GATESHEAD
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
[illegible]

HAMPSHIRE
ST. GEORGE CATHOLIC SCHOOL
[illegible]

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
[illegible]

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
[illegible]

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
KNOTTINGLEY HIGH SCHOOL
[illegible]

WARWICKSHIRE
HERBERT KAY (BOYS) WESTLANDS HIGH SCHOOLS (GIRLS) RUGBY
[illegible]

Deputy Headships Senior Masters/Mistresses

AVON COUNTY
WELLSWAY SCHOOL
[illegible]

BARKING
[illegible]

BERKSHIRE
[illegible]

BIRMINGHAM 14
KING EDWARD'S CAMP HILL SCHOOL FOR GIRLS
[illegible]

CLWYD
COUNTY COUNCIL
BRYN ALYN HIGH SCHOOL
[illegible]

COVENTRY (City of)
THE HILL WOOD HILLS COMPREHENSIVE SCHOOL
[illegible]

CROYDON
London Borough of
[illegible]

DERBYSHIRE
EDUCATION COMMITTEE
ST THOMAS MORE R.C. SCHOOL
[illegible]

DEVIZES SCHOOL
WILTSHIRE
GROUP 12
Applications are invited for the post of
HEAD
The Headship of this 11-18 comprehensive school with 1,500 pupils on roll becomes vacant on 1st September, 1977, on the retirement of the present Head. The school, which serves the town of Devizes and the surrounding rural area, has modern buildings and excellent playing fields.
Applicants should have the experience, ability and enthusiasm necessary to lead a large and successful school.
Application forms and further details from Chief Education Officer, County Hall, Trowbridge, BA14 8JB. Closing date 28th February, 1977.

KENT County Council Education Department
DOVER DIVISION
DOVER GRAMMAR SCHOOL FOR GIRLS (GROUP 10)
REAOVERTISEMENT
Applications are invited for the post of
HEAD TEACHER
from the beginning of the Autumn Term 1977. The Authority is looking for a well-qualified and experienced candidate for this girls' selective school with strong academic traditions.
The roll is 730 including 160 Sixth Form Pupils.
Forms of application and further details may be obtained from the Divisional Education Officer, 3 Cambridge Terrace, Dover, CT16 1JU, to whom completed applications should be returned by 18th February, 1977.

LONDON, S.W.6.
THE LONDON ORATORY SCHOOL
Applications are invited for the post of
FIRST DEPUTY HEAD
from 1st September 1977, when the present holder, Mr. John C. McIntosh, takes up the headship. Applicants must be Roman Catholics.
This is a voluntary aided school (Group XI) of 1,040 boys and 45 girls. The girls and 140 boys are in the sixth form.
Particulars and application forms may be obtained from **The Secretary at the School, Seagrave Road, SW6 1RX.**
They must be returned to the Headmaster by **Monday 21st February 1977.**

COMPREHENSIVE SCHOOLS
Deputy Headships
FOREST GATE SCHOOL
Forest St., London E7 0HR
Roll 1,048 Co-educational
Headteacher, Mr. F. C. Dipstale, M.A.
Required September, 1977:—
Applications are invited from suitably qualified and experienced teachers for the post of Second Deputy Head Teacher at this six/seven form entry mixed comprehensive school for pupils of 11 to 18.
Among the duties of the successful candidate will be the guidance of candidates for Higher Education and the administration connected with this work.
BURNHAM SCALES, GROUP 11.
Plus LONDON ALLOWANCE £402
Plus ANNUAL SUPPLEMENT £312
Plus SOCIAL PRIORITY ALLOWANCE £201 or £276.
Application forms and further details are obtainable from the undersigned.
Education Offices, Broadway, Stratford E15 4BH.
J. S. WILKIE, M.A., Ph.D., Director of Education.
LONDON BOROUGH OF NEWHAM

SECONDARY
Deputy Headships
continued

DEVON
SIDMOUTH SCHOOL AND COMMUNITY COLLEGE
(Roll : 772)
Applications are invited from suitably qualified persons for the post of SECOND MASTER/MISTRESS, Group 9 (£5,676 to £6,300). This top management post will entail considerable responsibility including girls' welfare and leadership of female staff. Good facilities in pleasant modern buildings.
The successful applicant will be expected to take up the appointment in September 1977.
Application forms (stamped addressed envelope please) from Headmaster, Sidmouth School, Primley Road, Sidmouth, returnable by February 25, 1977.

DEVON
TAVISTOCK SCHOOL
Crowndale Road, Tavistock
(Comprehensive, Co-educational: 1,300 on roll: Group 12
Required for September, 1977, SENIOR TEACHER to be responsible for Lower school (Years 1 and 2) and including the welfare of girls in that age group. Senior Teacher salary scale.
Application forms and details (stamped addressed envelope) from Headmaster, returnable to him by 28th February, 1977.

DONCASTER
EDUCATION COMMITTEE
HUNGERHILL SCHOOL
Hungerhill Lane, Edenthorpe, Doncaster DN3 2JY
Telephone: Doncaster 882811
(12 to 18 Comprehensive Mixed)
Headmaster: T. Hughes, B.A.
Required for September, 1977 HEAD of UPPER SCHOOL, SENIOR Teacher Scale.
Applications are invited from suitably qualified and experienced TEACHERS for appointment to the above post in this new school which opened in September 1976, with an initial intake of 176 pupils aged 12 +.
The post will involve work of both an organisational and pastoral nature.
Application forms and further details are available from the Headmaster, to whom application forms should be returned by Monday, February 21, 1977.

EAST SUSSEX
COUNTY COUNCIL
BRIGHTON AREA
FALMER HIGH SCHOOL
Falmer Road, Rottingdean
Required September 1977 SECOND DEPUTY HEAD of this Group 10 school with special responsibility as Head of Lower School for liaison with contributory Middle Schools with responsibility for either girls or boys.
Scheme of relocation grants in approved cases.
Application form from Area Education Officer, Royal York Buildings, Old Steine, Brighton, for return not later than February 23.

ESSEX
CECIL JONES HIGH SCHOOL
Eastern Avenue, Southend-on-Sea
(Roll : 1,550)
Tel: Southend 68000
DEPUTY HEAD
Required for September, 1977, for this 9 form-entry comprehensive school Group 14 with strong academic intake. The lady presently holding this post has done so since the foundation of the school in 1969. Some requirements are: Proved administrative capacity of a high order; ability to control large staff in two buildings and a liberal outlook coupled with traditional enthusiasm for academic and social excellence. All aspects of organisational, teaching and pastoral work are shared with the Headmaster, and on this Deputy depends the effective leadership of the senior management team.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HARINGEY
(Borough of)
TOTTENHAM SCHOOL
Selby Road, Tottenham, N17 8JN (01-808 4380)
SECOND MISTRESS/MASTER required for September, 1977. Deputy Head's salary Group 11 plus London Allowance £402 and Social Priority Allowance £201/£276.
This is an 8-form entry mixed comprehensive school, roll approximately 1,200.
The responsibilities of the post will depend upon the abilities, interests and experience of the successful candidate after consultation with others concerned but will include responsibility for welfare of the girls.
Removal expenses—100 per cent allowed. Forms of application (stamped addressed envelope) available from the undersigned to be returned to Head of School. Closing date 16th February, 1977.
Chief Education Officer, Education Offices, Somerset Road, N 17 8JJ.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
BEAUMONT SCHOOL
Oakwood Drive, St. Albans
Co-Educational Group 10
Applications invited from suitably qualified and experienced TEACHERS for post of DEPUTY HEAD in established all-ability school. Roll 986 including 116 in sixth form. Outer fringe allowance payable.
Further particulars and application forms (stamped addressed envelope) from and returnable to Headmaster.

HOUNSLOW
(London Borough)
Required, Senior TEACHER to be responsible for the PASTORAL administration of the school, September, 1977, for this developing Comprehensive School. The first eleven-form comprehensive intake was admitted in September, 1976. Estimated roll September, 1977, 920 rising to 1,100. Pastoral care is organised on a year basis.
Apply Headmistress, Gumley House Convent School, St. John's Road, Isleworth, Middlesex.

LEICESTERSHIRE
WYCLIFFE SCHOOL
Hamelin Road, Leicester
(Comprehensive 11-16)
Head: Mr. G. L. Cantrall
Group 10
SECOND DEPUTY HEAD
from August
The successful applicant's main responsibilities will be in the coordination of pastoral care, contribution to curriculum development and general school administration. Interest in Community Education desirable.
Details from the Head (stamped addressed envelope) to whom applications (no forms) must be sent giving full particulars and the names and addresses of two referees by February 15.

LONDON, E.1
SIR JOHN CASS'S FOUNDATION AND RED COAT CHURCH OF ENGLAND SECONDARY SCHOOL
Stepney Way
London, E1 0RH
(with boys and girls: Comprehensive)
Headmaster: G. R. Barrett, B.Sc. (Econ.), F.I.P., F.R.S.A.
Applications are invited from suitably qualified and experienced Masters/Mistresses for appointment as HEADMASTER'S DEPUTY (Burnham Scale, Group 10, with Inner London Allowance). Assistance with the cost of removal may be payable in accordance with the Inner London Education Authority's scheme in certain cases.
The vacancy occurs through the appointment of Miss J. L. Dulles, B.A., as Headmistress of Guildford High School for Girls from September, 1977.
Application form and further particulars from Headmaster (01-790 6712).

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
BENFIELD SCHOOL
Appointment of DEPUTY HEAD TEACHER, Group 12
Required for September, 1977, a suitably qualified and experienced TEACHER for appointment to the post of DEPUTY HEAD TEACHER, Group 12, of this county co-educational comprehensive school. This is a purpose-built comprehensive school with a large Sixth Form.
Further particulars can be obtained from the Headmaster, Benfield School, Benfield Road, Newcastle upon Tyne, NE6 4NU.
The school is in Group 12 for salary purposes i.e. within the range £6,300 to £6,924 per annum plus £312 supplement.
Application forms, obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne, NE1 8PU should be completed and returned to this Department within 14 days of the appearance of this advertisement.

LONDON BOROUGH OF ENFIELD
EDUCATION COMMITTEE
BISHOP STOPFORD SCHOOL
Voluntary Aided : 1,000 Boys and Girls
DEPUTY HEAD
(Group 10)
Applications are invited for appointment as Deputy to the Headmaster in this well-established comprehensive school, which is an Aided Foundation of the Diocese of London. Candidates should be well qualified and experienced teachers and ready to shoulder a large share of the running of the school.
The post falls vacant at Easter and may be filled either then or at Michaelmas. The salary is in Group 10 of the Burnham Scale (£5,676-6,300) with the additional London Allowance of £297, and a further additional payment of £312.
Consideration given to the following: 100 per cent removal expenses £400 maximum; generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.
Full information about the School and the vacant post may be obtained from The Head Master, Bishop Stopford's School, Brick Lane, Enfield, Middlesex EN1 3PU.

NORTHAMPTONSHIRE
COUNTY COUNCIL
DAVENTRY SOUTHBROOK SCHOOL
Hawke Road, Southbrook Estate, Daventry, Northants NN11 4LJ
Applications are invited from suitably qualified and experienced TEACHERS for the post of SECOND MASTER/MISTRESS (Group 11) for appointment from September, 1977.
Daventry Southbrook is a co-educational comprehensive school (11 to 18 years) with approximately 1,063 pupils on roll.
The duties of the successful applicant will include a responsibility for curriculum development.
Rented accommodation may be available through the local District Council.
Closing date: 26th February, 1977.
Application forms and further details from County Education Officer (Ref. OL), Northampton House, Northampton NN1 2HX (stamped addressed envelope).

SHROPSHIRE
ADAMS' GRAMMAR SCHOOL
Newport, Shropshire
(Group 8)
(Voluntary Aided School Haberdashers' Company)
(470 boys, 150 boarders 90 in the Sixth Form)
Required for September, 1977, a suitably experienced Honours GRADUATE for the post of DEPUTY HEAD. The present holder, who teaches French, is responsible for all examination arrangements as well as day-to-day running of the school. Other responsibilities will be determined by the interests of applicants.
No reorganisation scheme has yet been decided but it will be useful for applicants to have some experience in this field as well as in coeducation, curriculum development and the maintenance of academic standards.
Letters of application (no forms) stating qualifications, experience and teaching subject and naming two referees, should reach the Headmaster as soon as possible.

STAFFORDSHIRE
EDUCATION COMMITTEE
CHESLYN HAY HIGH SCHOOL
Saredon Road, Cheslyn Hay, Walsall
Readvertisement
DEPUTY HEAD (Group 10) required for this new purpose-built community comprehensive school (13 to 18 years) for September, 1977, when it will receive its first intake at the conclusion of the initial building phase.
Principal responsibilities will include timetable, organisational and curricular matters. It is hoped to appoint an energetic, well-qualified teacher with enthusiasm for, and sympathy with, comprehensive ideals.
Applications received in response to the earlier advertisement remain under consideration.
Further particulars and application forms (stamped addressed envelope) are obtainable from and returnable to the Headmaster, Teachers' Centre, 119 Walsall Road, Cannock, Staffs. WS11 3JR.

SUFFOLK
COUNTY COUNCIL
CASTLE MANOR UPPER SCHOOL
Haverhill
Required for September, 1977, DEPUTY HEAD of this Group 12 13 to 18 mixed comprehensive school of 1,200.
Haverhill is an expanding market town set in attractive countryside within easy reach of Cambridge. The local housing authority is prepared to give special consideration to the provision of housing accommodation for teachers.
Further details and application forms obtainable (stamped addressed foolscap envelope, please) from the Headmaster, Castle Manor Upper School, Eastern Avenue, Haverhill, Suffolk.

WILTSHIRE
THE STONEHENGE SCHOOL
Amesbury
Group 10
740 Pupils 11 to 16 years Comprehensive
SECOND MASTER/MISTRESS
Required for September, 1977, a Second Master/Mistress for this 11 to 16 years Comprehensive School.
Further details and forms of application from the Clerk to the Governors, Mrs. J. Arnell, Wheatsheaf House, Shrewton, Salisbury, Wiltshire, on receipt of a stamped addressed envelope. Completed application forms to be returned to Mrs Arnell by February 28.

Remedial Posts

Heads of Department

CHESHIRE
EDUCATION COMMITTEE
THE DEE COUNTY HIGH SCHOOL
(formerly Great Boughton High School)
Becketts Lane, Boughton Heath, Chester
HEAD of REMEDIAL DEPARTMENT
Applications are invited from suitably qualified, experienced and committed TEACHERS for the post of HEAD of REMEDIAL DEPARTMENT to join a team responsible for establishing departments in this new 11 to 18 comprehensive school which is scheduled to open in September 1977, with an intake of 464 pupils in the first two years. Scale 2/3 posts available. (Re-advertisement).
Application forms from the Head Teacher, c/o Boughton Heath Primary School, Becketts Lane, Great Boughton, Chester.

DERBYSHIRE
EDUCATION COMMITTEE
THE GRANVILLE SCHOOL
Burton Road, Woodville
Burton on Trent DE11 7JR
(STD 0283 216766)
(11 to 16 Comprehensive 860 Mixed)
Required for April, 1977—HEAD of REMEDIAL DEPARTMENT, Scale 2 or 3, depending on suitable qualifications and experience.
Application forms, further details (stamped addressed envelope) from Headmaster.

HAMPSHIRE
HARROW WAY SCHOOL
Harrow Way, Andover
Comprehensive, mixed 11 to 16, No. on roll c. 1,100
Required April 26, 1977
Scale 3—HEAD of REMEDIAL DEPARTMENT
Stamped addressed envelope to Head for details.

LONDON, W.14
REMEDIAL EDUCATION
CARDINAL VAUGHAN SCHOOL (RC)
(Roll: 650, 11 to 19)
Addison Road, W.14
Tel. 01-603 8478 (Headmaster)
HEAD of REMEDIAL EDUCATION required as soon as possible. The Governors of this Voluntary Aided Roman Catholic Grammar School for Boys invite applications from experienced and well-qualified teachers. The school will be taking its first non-selective intake in September 1977 and the successful candidate (preferably a practising Roman Catholic) will be expected to establish and develop a remedial department. The salary for this senior post is Burnham Scale 3, plus Inner London Allowance.
Applications giving two referees to the Headmaster.

NORTH YORKSHIRE
(County of)
KNAVESMIRE SECONDARY MODERN SCHOOL
Middlethorpe, York YO2 1QA
Required for September, 1977—
HEAD of REMEDIAL WORK with responsibility for the coordination of non-examination courses in years 4 and 5. Scale 3 post.
Application forms and further particulars may be obtained from the Headmaster of the school (stamped addressed envelope, please). Closing date for the receipt of completed application forms February 25, 1977.
This is a readvertisement, for which previous applications will be considered.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for Easter 1977
VALLEY PARK SCHOOL
(Group 11)
(Head Teacher designate: Mr. S. Lee, O.St.J., M.Ed.)
HEAD of BASIC SKILLS, Scale 4, responsible for basic skills provision throughout the school.
This new mixed comprehensive school is scheduled to open in September, 1977, with a first year intake only.
Application forms and further details available from the Director of Education, Education Offices, St. John's Square, Wolverhampton, to whom they should be returned by Monday, February 14.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
JOHN BUNYAN UPPER SCHOOL AND COMMUNITY COLLEGE
Mile Road, Bedford
Bedford 64361
Required for September REMEDIAL TEACHER, Scale 3 within the GENERAL STUDIES FACULTY.
Applications are invited from enthusiastic and imaginative TEACHERS, who hold specialist qualifications in the field of Remedial work, to lead a small team of teachers in the Slow Learner/Remedial Department.
The teaching accommodation consists of three well equipped main specialist classrooms. The latest audio visual aids, VTR, VCR and reprographic equipment is available.
Further details of the post and application forms are available from the Headmaster, F. Rushton, M.A., to whom they should be returned as soon as possible, but not later than Friday, 18th February. Interviews will be held early in March. Stamped addressed envelope please.

SANDWELL
(Metropolitan Borough of)
SMETHWICK HALL BOYS' HIGH SCHOOL
(Auckland Road, Smethwick, Warley, West Midlands)
Required for Summer Term 1977: TEACHER in CHARGE of REMEDIAL EDUCATION, Scale 3 post plus S.P.S. allowance.
The person appointed will be responsible for the organisation of the teaching in this important and evolving area of the school, which will eventually achieve departmental status. Very good accommodation and resources.
An excellent opportunity for someone feeling committed to this aspect of education who wants to accept a measure of freedom to make decisions and to implement ideas.
Application forms and further details available from, and returnable as soon as possible to, the Head Teacher of the school.

Scale 1 Posts

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
NEWQUAY, TRETHERRAS SCHOOL
Trevenson Road, Newquay
(Comprehensive 11 to 18 plus)
Headmaster: J. A. Herber, M.A.
REMEDIAL (Scale 1)
Required for September, a qualified TEACHER (Scale 1) with genuine interest in teaching of REMEDIAL and Slow Learning pupils within existing remedial department. A particular interest in number and mathematics for the less-able pupil would be an advantage.
Application forms and further details from the Headmaster, returnable within 14 days of the appearance of this advertisement.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

COVENTRY (City of)
ERNESFORD GRANGE SCHOOL AND COMMUNITY COLLEGE
(Social Priority School)
Princethorpe Way
(1,200 on Roll)
Required September, 1977.
Experienced general class TEACHERS for 1st and 2nd year REMEDIAL classes. Scale 1 plus S.P.A.
Previous experience with Junior age children advantageous.
Closing date 10 days after appearance of advertisement.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster of the school.

DEVON
PENLEE COUNTY SECONDARY SCHOOL
Somerset Place, Stoke, Plymouth
Required from February 28, for a temporary appointment for second half of Spring Term and whole of Summer Term, a TEACHER for lower school Remedial work with girls' games. Possibility of permanent appointment in September term, Scale 1.
Application forms (stamped addressed envelope) from Headmaster returnable to him within 14 days.

STAFFORDSHIRE
EDUCATION COMMITTEE
THE WOODHOUSE SCHOOL
Highfield Avenue, Amington, Tamworth, B77 3JB
Roll: 1,200
TEACHER for MATHEMATICS and/or REMEDIAL WORK, Scale 1, required in this purpose built uncreamed 11 to 18 comprehensive. Temporary, one term appointment, commencing April 1977.
Application forms obtainable from and returnable to the Headteacher.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for April 1977
LEYTON MANOR HIGH SCHOOL
Canworth Street, London, E10 7HE.
Head Teacher: Miss A. Dorke
Temporary REMEDIAL TEACHER is required for Summer Term, 1977, due to maternity leave, for this Girls' Comprehensive High School (600 on roll 11 to 14 age range).
Successful candidate would be responsible for 20 girls (13 to 14 years) in this well equipped department with a team of four staff.
Closing date: 18th February, 1977.
Application forms obtainable on receipt of stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.

WEST SUSSEX
NORTH EASTERN AREA
THOMAS BENNETT SCHOOL
Ashdown Drive, Tilgate, Crawley, Sussex
(Established mixed comprehensive 11 to 18)
Scale 1 Temporary REMEDIAL TEACHER required from February 28 to June 30 (approximate finishing date). London Fringe Area Allowance.
Form and details from the Headmaster on receipt of foolscap stamped addressed envelope.

By Subject Classification

Art and Design

Heads of Department

AVON COUNTY
HANHAM NEW COMPREHENSIVE SCHOOL
(First 6 Form Entry September, 1977 rising to 8 Form Entry by stages)
Required in September, 1977 for this new purpose-built comprehensive school, a HEAD of the CREATIVE FACULTY—Scale 4.
Further details (send stamped addressed envelope) from the Headmaster, c/o Education Office, High Street, Kingswood, Bristol BS15 4AR.

BROMLEY
(London Borough of)
Subject to certain conditions, removal and disturbance expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.
RAVENSBOURNE SCHOOL FOR GIRLS
Nightingale Lane, Bromley, Kent BR1 2SQ
Required for September, 1977, an experienced TEACHER as HEAD of the ART and CRAFT DEPARTMENT. This former grammar school will have non-selective entries in years one to four. A new Art and Craft suite has recently been added to the school, which has a strong tradition in these subjects.
Applications to the Headmistress at the school.

ESSEX
COLBAYNS HIGH SCHOOL
(Roll 1,640)
Clacton-on-Sea
Tel: Clacton-on-Sea 29151
HEAD OF ART
Scale 3. Required for September. Custom built suite: Four good teaching spaces plus communications area, office, kiln room, etc. Two adjoining Needlework rooms used for Fabric and Design work. At present department prepares pupils for public examinations at all levels.
EASTWOOD HIGH SCHOOL FOR GIRLS
(Roll 860)
Rayleigh Road, Leigh-on-Sea
Tel. 0702 525241
HEAD OF ART
Scale 3. Required at commencement of Summer Term. Modern building. Two well-equipped specialist rooms. Courses to C.S.E. "O" and "A" level.
Application forms and further particulars may be obtained from the Head of the School concerned, to whom completed application forms should be returned.

Other Posts on Scale 2 and above

CROYDON
TRINITY SCHOOL
TEACHER to work in DESIGN DEPARTMENT. See under Independent Schools.

Scale 1 Posts

BARKING
(London Borough of)
WARREN COMPREHENSIVE SCHOOL
Whalebone Lane North, Chadwell Heath, Romford.
(Roll 1,100)
Required as soon as possible, ART TEACHER of ART and ALLIED SUBJECTS. Good opportunities to develop specialist interests. Scale 1.
London Addition £402 p.a. Reimbursement of removal expenses in approved cases.
Application form (stamped addressed envelope) obtainable from the Headteacher, returnable by 16th February, 1977.

ESSEX
HELENA ROMANES SCHOOL
(Roll 1,461)
Parsonage Downs, Dunmow CM6 2AU
Tel: Dunmow 2560/3351/2
ART
Required April: TEACHER of ART, 3-D and Sculpture specialist preferred. Art Suite; strong department. Rural comprehensive midway London-Cambridge.
KING HAROLD SCHOOL
(Roll 1,150)
Broomstick Hall Road, Waltham Abbey
Tel: Lea Valley 714800/714818
ART/NEEDLEWORK
Required in September, a TEACHER of ART with specialisation in NEEDLECRAFT or TEXTILES to join and help to integrate two developing departments. The candidate will be expected to teach Design and Fabric work in the Art Department. The rooms have been newly designed and the equipment is excellent. The school is a developing comprehensive 11-18 within easy reach of London and inside the London Fringe Allowance Area.
Application forms and further particulars may be obtained from the Head of the School concerned, to whom completed application forms should be returned.

HAMPSHIRE
CRANBOURNE SCHOOL
Wessex Close, Basingstoke
(Comprehensive mixed 11 to 16, number on roll 1,400)
Required for 25th April 1977 or September 1977, Scale 1—ART (Pottery specialist).
Stamped addressed envelope to Head for details.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
THE HIGHFIELD SCHOOL
Highfield, Letchworth, Herts.
(Group X)
MASTER/MISTRESS for ART
Easter or September, 1977.
Required for Easter or September to share the general work of the department but to offer a particular contribution in one of the following:
(a) Pottery; (b) Graphics and Printmaking; (c) Painting.
The school occupies an attractive site with three excellent Art studios and three Heavy Craft workshops. The post offers considerable scope to an enthusiastic teacher with ideas.
Letter of application naming two referees to the Headmaster.

LOUGHBOROUGH
LOUGHBOROUGH HIGH SCHOOL
Direct-Grant Grammar School
(560 girls in Upper School)
Required for September 1977, ASSISTANT TEACHER of ART to share in teaching throughout the school up to Advanced Level standard.
Apply with full curriculum vitae and the particulars of two referees to the Headmistress, Loughborough High School, Burton Walks, Loughborough.

NEWHAM
(London Borough of)
BRAMPTON MANOR SCHOOL
Roman Road, London E6 3SQ
(Roll: 1,456 Co-educational)
Headteacher: Mr. D. R. A. Williams
Scale 1 ART TEACHER required for Easter. The department, with five other members offers a range of skills, including pottery, painting and photography. The post calls for sustained teaching ability and for an exceptional candidate a Scale 2 would be considered.
Burnham Scales, plus London Allowance £402, plus Annual Supplement £312.
Application forms may be obtained from the Headteacher (Tel. 01-471 0033) and should be returned to the school as soon as possible.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
ALDERMAN CATLEUGH SECONDARY SCHOOL
(1,170 Mixed)
Queensway, King's Lynn, Norfolk
Scale 1. Required for the Summer Term, 1977, only, temporary post to teach ART and CRAFT.
Application forms and further details may be obtained by sending a stamped addressed envelope to the Head Teacher at the school.
Removal expenses are paid in accordance with the Authority's scheme.

NORTHANTS
GUILSBOROUGH COUNTY
West Haddon Road, Guilsborough, Northants NN6 8QE
Required for the Summer term in this rural Comprehensive School (age range 11 to 18, number on roll 1,200), a TEACHER to assist with the general ART EDUCATION programme and with a particular interest in print-making and textiles, for which special facilities exist.
The post will offer a full range of teaching experience throughout the school.
Application forms and further details from Headmaster (stamped addressed envelope).

WILTSHIRE
BRADFORD ON AVON TRINITY C.E. VOLUNTARY CONTROLLED SECONDARY SCHOOL
Churches, Bradford on Avon, Wiltshire.
Number on roll 600. Co-educational. (Group VIII).
Required for Summer Term, 1977, a suitably qualified ART TEACHER to teach the subject throughout the School, including C.S.E. and "O" Level courses.
Further particulars and application forms by return of post (stamped addressed envelope) from the Headmaster.

Careers

Heads of Department

DORSET
QUEEN ELIZABETH'S SCHOOL
Wimborne Minster
(Coeducational comprehensive: 1,350 pupils: 13 to 18 years old)
Required for September, 1977, HEAD of CAREERS DEPARTMENT. Scale 3. Ability to lead a team and liaise with pastoral and subject staff. Responsible for personal, social and careers education in curriculum.
Assistance with removal and legal expenses.
Application forms and further details from the Headmaster on receipt of stamped addressed envelope.

Other Posts on Scale 2 and above

BEXLEY
(London Borough)
CHISLEHURST AND SIDCUP GRAMMAR SCHOOL
(820 boys, 250 girls)
Required for April or September, 1977, a qualified and experienced CAREERS TEACHER to develop the careers work in liaison with the existing structure of Heads of Year and Heads of Department. Teaching commitment of approximately half timetable expected in another subject. Applicants should state their supporting subject(s) with qualifications. Scale 2 post, or possibly Scale 3 for suitably qualified applicant.
L.A.A. £297. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms available from and returnable to the Chief Education Officer for Schools (T.1), Town Hall, Crayford, Kent.

Classics

Heads of Department

LONDON, W.6
LATYMER UPPER SCHOOL
Hammersmith, London W6 9LR
(H.M.C., Direct Grant, going independent: 1,100 boys)
Wanted for September, HEAD of the CLASSICS DEPARTMENT. Latin (Cambridge Course) is taught up to Ordinary level and Ancient History (J.A.C.T.) to Advanced level. Greek is not normally taught.
Salary London Burnham Scale 4.
Apply to the Headmaster with full particulars and names of two referees.

SECONDARY
Classics
continued

Other Posts on Scale 2 and above

ENFIELD
(London Borough of)
ST. IGNATIUS COLLEGE
(Upper School)
Turkey Street, Enfield, Middlesex EN1 4NP.
Voluntary aided upper-tier, 7-form entry, comprehensive school for boys (aged 13 to 18) conducted by the Jesuit Fathers.
Group 11.
Required September 1977, TEACHER of CLASSICS in a flourishing Classics department. Latin and Greek are taught up to "A" level. Non-linguistic courses are taught at C.S.E., O and A levels. First appointment applicants welcome.
Applications with the names of two referees direct to the Reverend Headmaster.

Scale 1 Posts

LONDON, W.6
LATYMER UPPER SCHOOL
Hammersmith, London W6 9LR
(H.M.C., Direct Grant, going independent: 1,100 boys)
Wanted for September, a GRADUATE to teach LATIN up to Ordinary level (Cambridge Course) and Advanced level ANCIENT HISTORY (J.A.C.T.). The ability to teach a subsidiary subject will be a recommendation and/or to help with games (cricket, rowing, soccer, swimming, rugby).
There is a possibility of bachelor accommodation being available during term-time.
Salary London Burnham on scale appropriate to qualifications and experience.
Apply to the Headmaster with full particulars and names of two referees.

SHROPSHIRE
SHREWSBURY HIGH SCHOOL
(Girls' Public Day School Trust)
32 Town Walls, Shrewsbury, Salop
(Direct grant becoming independent)
GRADUATE required for September, 1977, to take charge of CLASSICS and to teach LATIN and GREEK to Advanced level and Oxford and Cambridge scholarship. Burnham Scale and Government superannuation.
Please apply immediately to the Headmistress, enclosing copies of testimonials and names and addresses of referees.

Commercial Subjects

Heads of Department

DURHAM
COUNTY COUNCIL
SPENNYMOOR COMPREHENSIVE SCHOOL
1,098 on roll, 107 in Sixth Form
HEAD of SECRETARIAL STUDIES Department. Salary Scale 3. Experienced TEACHER required for September 1977 to lead further development of all Secretarial skills in years 4 and 5 and Sixth Form. Established C.S.E. and R.S.A. courses.
Stamped addressed envelope for application form to Area Administrative Officer, Area Education Office, Green Lane, Spennymoor, Co. Durham.
Closing date for receipt of applications 21st February 1977.

ISLE OF MAN
BOARD OF EDUCATION
DOUGLAS HIGH SCHOOL
(Co-educational Comprehensive, 14 to 18 years: 900 pupils)
Required for September, 1977: HEAD of BUSINESS STUDIES DEPARTMENT (Scale 3), to establish and develop a new subject area in the school. Applicants should be experienced teachers with a personal specialism in Accounts, Commerce or Typewriting.
Application forms and further details from the Headmaster, Douglas High School, St. Ninian's, Douglas, to whom completed forms should be returned by 28th February, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
ASHFORD NORTH SCHOOL FOR GIRLS
(Roll 900)
Required for September, 1977, HEAD of COMMERCIAL STUDIES, Scale 3. An experienced teacher is required who has the ability to develop the subjects in this Department. The school is fully comprehensive in the Lower School. There are well established C.S.E. and G.C.E. "O" level courses in the Upper School.
Apply by letter, giving full details and names and addresses of two referees, to the Headmistress at the School (Mabledon Avenue, Ashford) from whom further details may be obtained.

WARWICKSHIRE
STRATFORD-UPON-AVON HIGH SCHOOL
Alcester Road, Stratford-upon-Avon
(Non-selective, mixed, 1,360 on roll—Sixth Form 88)
HEAD of COMMERCIAL SUBJECTS, Scale 3, required April to teach TYPING, SHORTHAND (Pitmanscript and 2000), COMMERCE and OFFICE PRACTICE.
Three teachers/instructors assist part-time.
Age range 11-18.
Further details and application form from the Head as soon as possible (stamped addressed envelope, please).

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
LEA MANOR HIGH SCHOOL AND COMMUNITY COLLEGE
Northwell Drive, Luton LU3 3TL
Head Teacher: Mr. R. L. Austin, B.A.
Required for September, TEACHER of COMMERCIAL EDUCATION, Scale 1, within the Faculty of Humanities at this purpose-built 11-16 Mixed Comprehensive School situated on an attractive site on the northern outskirts of Luton within reach of the Bedfordshire countryside.
Some assistance with accommodation may be possible.
Further details and application forms obtainable from the Head Teacher.
Closing date: 18th February, 1977.

ISLE OF MAN
BOARD OF EDUCATION
DOUGLAS HIGH SCHOOL
(Co-educational Comprehensive 14 to 18 years: 900 pupils)
Required for September, 1977:
TEACHER of COMMERCIAL SUBJECTS, Scale 1, to help establish a new subject area in the school. Applicants must be able to offer typewriting among their teaching subjects.
Application forms and further details from the Headmaster, Douglas High School, St. Ninian's, Douglas, to whom completed forms should be returned by 28th February, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
ASHFORD NORTH SCHOOL FOR GIRLS
(Roll 900)
Required for September, 1977, TEACHER of COMMERCIAL SUBJECTS. This school is fully comprehensive in the Lower School. There are well established C.S.E. and G.C.E. "O" level courses in the Upper School.
Apply by letter, giving full details and names and addresses of two referees, to the Headmistress at the School (Mabledon Avenue, Ashford) from whom further details may be obtained.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RICARDS LODGE HIGH SCHOOL FOR GIRLS
Lake Road, Wimbledon SW19 7HB
(Tel.: 01-946 2208)
Headmistress: Miss H. D. Whalo, M.A.
(Roll: 750 girls, ages 13-18 years)
TEACHER of BUSINESS STUDIES (Scale 1) required September 1977 in this comprehensive high school to work with 4th, 5th and 6th year girls. Subjects offered should include Typewriting, Commerce, Office Practice and Accounts.
London Allowance £402. Legal expenses up to £350 and assistance towards removal expenses will all be considered where appropriate.
Application forms available, on receipt of a stamped addressed envelope, from the Headmistress to whom the forms should be returned by 10th February, 1977.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
WALKER SCHOOL
COMMERCIAL SUBJECTS, Scale 1
Required for September, 1977, a TEACHER of COMMERCIAL SUBJECTS in this co-educational comprehensive school for 1,450 pupils. Candidates should indicate which commercial subjects they are willing and able to teach. Scale 1 post plus S.P.A. allowance.
Application forms obtainable from the Director of Education, Civic Centre, Barras Bridge, Newcastle upon Tyne NE1 8PU, should be returned to the Headmaster, Walker School, Middle Street, Newcastle upon Tyne, NE6 4BY within 14 days of the appearance of this advertisement.

Domestic Subjects

Heads of Department

AVON COUNTY
HANHAM NEW COMPREHENSIVE SCHOOL
(First Six F.E. September, 1977 rising to Eight F.E. by stages)
Required in September, 1977, for this new purpose-built comprehensive school, a HEAD of the CREATIVE FACULTY, Scale 4.
Further details (send stamped addressed envelope) from the Headmaster, c/o Education Office, High Street, Kingswood, Bristol, BS15 4AR.

HAMPSHIRE
ALDERSHOT MANOR SCHOOL
Highfield Avenue, Aldershot
Comprehensive, Girls 11 to 18
(Number on roll 1,050)
Required April/September 1977: HEAD of HOME ECONOMICS, Scale 3.
Details from Head (stamped addressed envelope please).

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER, CHAPTER SECONDARY SCHOOL
Cliffe Road
(Roll 730 girls)
HEAD of DEPARTMENT required as soon as possible. An enthusiastic and experienced TEACHER is needed to take charge of this large and developing department with courses leading to C.S.E. and G.C.E. "O" and "A" level. Vacancy due to promotion. Scale 3 post for suitable candidate.
Applications to the Headmistress, giving the names of two referees.

SWALE DIVISION
THE SHEPPEY SCHOOL
(Purpose-built upper comprehensive mixed school: 13 to 19 years: number on roll 1,800 plus)
Required for summer or autumn term, 1977, HEAD of FACULTY of DESIGN and HOME ECONOMICS, Scale 4. Suitable, qualified and experienced teacher required to take responsibility for faculty covering all aspects of art, housecraft, needlework and child care. The successful applicant would be expected to take part in the school management team.
Letters of application, together with a curriculum vitae and names and addresses of two referees, to the Acting Head, The Sheppey School, Minster Road, Minster, Sheppey, Kent, as soon as possible, please.

DOVER DIVISION
DEAL SECONDARY
Mill Road, Deal
Group 10
HEAD of HOME ECONOMICS, Scale 3.
An experienced TEACHER is required at Easter, 1977, with imagination to develop existing courses to cover the needs of boys and girls.
Forms of application and further details can be obtained from the Headmaster at the school.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
HATHERSHAW SCHOOL
Bellfield Avenue, Oldham
Required for Easter, 1977, at this 14 to 18 mixed Comprehensive School of about 710 pupils, Scale 3 experienced TEACHER as HEAD of HOME ECONOMICS to take charge of department housed in a modern open-plan area, offering courses to C.S.E., "O" and "A" level.
Send stamped addressed envelope for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham, returnable to him by 15th February.

WILTSHIRE
COUNTY COUNCIL
THE GEORGE WARD SCHOOL
Melksham
(Co-educational, Comprehensive, 1,525 on roll)
Required for Summer Term —
A TEACHER of NEEDLEWORK to act as HEAD of DEPARTMENT (Scale 3) within the Faculty of Design. The School is in new buildings and working facilities are excellent.
The subject is taught as part of an Integrated Design Course and as an academic course to C.S.E. and GCE levels.
A teacher of good experience with a lively and resourceful personality is required.
Application forms and further particulars from the Headmaster on receipt of stamped addressed foolscap envelope. Closing date February 16.

Other Posts on Scale 2 and above

BRENT
(London Borough of)
WILLESDEN HIGH (MIXED) SCHOOL
Doyle Gardens, NW10 3ST
(Roll: 1,679, 11-18, Social Priority School)
Required from Summer term for this Comprehensive school TEACHER of HOME ECONOMICS to teach a range of mixed ability classes mainly in the lower school, but also C.S.E. courses including a Mode 3 in Homemaking. Interest in developing a newly established Mode 3 Child Care and Family Course essential. Also some junior needlework. Scale 2 post for suitable applicant.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the school within 7 days giving age, present post, qualifications, experience and referees.

ESSEX
KING HAROLD COMPREHENSIVE SCHOOL
(Roll 1,150—11 to 18)
Broomstick Hall Road, Waltham Abbey
Telephone: Lea Valley 714800/714818
HOME ECONOMICS
Scale 2. Required at Easter or September an energetic and enterprising TEACHER to share in the responsibility of a developing Home Economics Department and especially for the organisation of Child Care Courses. London Fringe Allowance Area.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS GRAMMAR SCHOOL
(800 girls, 200 in Sixth Form)
Required for September two staff to teach NEEDLEWORK and COOKERY on retirement of the present holders after 28 and 10 years in the school respectively. Needlework is taught to "O" and "A" level and it is hoped to extend Home Economics beyond the present "O" level to "A" level. Experience is required for one post, but a probationer would be considered for the other.
Applicants should send curriculum vitae to the Headmistress at the School.

MEDWAY DIVISION
ROCHESTER—HUNDRED OF HOO SCHOOL
Main Road, Hoo St. Werburgh
(Co-educational, 1,100 pupils)
TEACHER required for April or September to be in charge of NEEDLEWORK. The school is to become an Upper Comprehensive School in September and a well qualified and enthusiastic teacher is required to develop the subject from present "O" level courses to "A" level. Excellent facilities in a new Home Economics suite. Scale 2 post.
Letters of application, with the names of two referees should be forwarded to the Headmaster.

NEWHAM
(London Borough of)
FOREST GATE SCHOOL
Forest Street, London E7 9HR
(Roll, 1,048 Coeducational)
Head Teacher, Mr T. C. Dipstale, MA
Required as soon as possible (September considered):—
TEACHER of HOUSECRAFT. Flourishing room and excellent facilities including well-equipped flat. Scale 2 for suitable qualifications and experience.
Burnham Scales plus London Allowance £402, plus Annual Supplement £312, plus Social Priority Allowance £201 or £276.
Application forms may be obtained from the undersigned and should be returned as soon as possible.
J. B. Wilkie, MA, PhD, Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
WOOTTON UPPER SCHOOL
Hall End Road, Wootton, Bedfordshire
Required for September, 1977, TEACHER (Scale 1) of HOME ECONOMICS, at this developing rural Upper School which received its first intake at 13+ in 1975. Candidates with the ability and interest to specialise in Needlework would be particularly welcomed. Courses to "O" and "A" and C.S.E. levels are being developed and a suite of well-equipped rooms is available.
Application forms and further details available from the Headmaster to whom completed forms should be returned by February 21st, 1977.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
LEA MANOR HIGH SCHOOL AND COMMUNITY COLLEGE
Northwell Drive, Luton LU3 3TL
Head Teacher: Mr. R. L. Austin, B.A.
Required for April, TEACHER of NEEDLEWORK, Scale 1, within the Faculty of Creative Arts at this purpose-built 11 to 16 Mixed Comprehensive School situated on an attractive site on the northern outskirts of Luton within reach of the Bedfordshire countryside.
Some assistance with accommodation may be possible.
Further details and application forms obtainable from the Head Teacher.
Closing date: 18th February, 1977.

BRADFORD (City of)
METROPOLITAN COUNCIL
ST. GEORGE R.C. HIGH SCHOOL
Required for April, 1977, TEACHER to take HOME ECONOMICS to C.S.E. and "O" level and some NEEDLEWORK in the lower school. Scale 1 salary plus S.P. allowance.
This is a temporary appointment for the Summer Term in the first instance.
Application forms may be obtained from the Staffing and Training Unit, Directorate of Educational Services, 4th Floor, Provincial House, Tyrrel Street, Bradford BD1 1NP, and should be returned to the Head Teacher, St. George R.C. High School, Cliffe Road, Bradford, by 16th February, 1977.
Reference: ED/77/31/S.

CAMBRIDGESHIRE
MARCH AREA
THE QUEEN'S SCHOOL FOR GIRLS
(11-16)
Queen's Road, Wisbech
Cambridgeshire PE13 2PA
Tel. Wisbech 2761
Group 10 Roll 924
Required for Easter or as soon as possible.
A TEACHER of HOME ECONOMICS (Scale 1) capable of teaching the whole ability range including examination levels.
Please apply by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Head Teacher, Miss L. M. Weller, at the above address by 10th February, 1977.

COVENTRY (City of)
FOXFORD MIXED COMPREHENSIVE SCHOOL
(Social Priority School, 1,040 on roll)
Required Easter 1977, HOME ECONOMICS, Scale 1 for fabric and design.
Closing date 10 days from appearance of advertisement.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster at the school, Grange Road, Coventry CV6 6DB.

ESSEX
KING HAROLD COMPREHENSIVE SCHOOL
(Roll 1,150—11-18)
Broomstick Hall Road
Waltham Abbey
Tel: Lea Valley 714800/714818
HOME ECONOMICS
Required May or September, an enterprising TEACHER of HOME ECONOMICS to join a flourishing and outward looking department currently developing Child Care Courses and a stimulating Integrated Arts Course in conjunction with other departments. The school is within easy reach of London and inside the London Fringe Allowance Area.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
BRITTONS SCHOOL
(Roll: 1,217 Co-educational)
Ford Lane, Rainham RM13 7BB
Required Summer Term 1977, ASSISTANT TEACHER of NEEDLEWORK. Scale post available for suitable candidate. S.P.A. Allowance payable.
There is a scheme for removal expenses.
Letter of application to Headteacher quoting two referees.

HILLINGDON
(London Borough of)
NORTHWOOD SCHOOL
Potter Street, Northwood
Middlesex HA6 1QQ
(Number on roll 1,103—61 in sixth form)
Headmistress Mrs. M. Yeadell, L.R.A.M.
Required for April 1977
A TEACHER (Scale 1) for HOME ECONOMICS (Mainly Needlecraft). Ability to assist with Child Development and Parenthood courses would be an advantage, so would willingness to be involved in extra-curricular activities.
A temporary appointment for 1 term would be considered.
Application forms from and returnable to the Headmistress.
London Allowance Payable.
75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER, HUNDRED OF HOO SCHOOL
Main Road, Hoo
(Co-educational, 1,100 pupils)
Two TEACHERS required for September, one to teach COOKERY and one to teach NEEDLECRAFT. Well organised courses in both subjects leading to C.S.E. and G.C.E. "O" level. Excellent facilities in a new Home Economics suite. The school is to become an Upper Comprehensive in September. An excellent post for a new member to the profession, providing good opportunities for promotion. Assistance given in finding accommodation.
Letters of application, with the names of two referees, should be forwarded to the Headmaster.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
CARDINAL VAUGHAN SCHOOL
(640 girls)
Rye Bank Road, Firswood
Manchester M16 0FX
Tel. 061-881 1710
HOME ECONOMICS
Scale 1
Required Easter, 1977, to teach the subject to C.S.E. and "O" level.
Application forms, available from the Head of the school, should be returned as soon as possible.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for April, 1977
TOM HOOD SENIOR HIGH SCHOOL
Terling Close, London E11 3NT
Headmaster: Mr. K. D. Berry, B.A.
TEMPORARY HOME ECONOMICS TEACHER is required for the Summer term 1977, due to maternity leave, in this mixed comprehensive Senior High School (14 to 18 years age range, 750 on roll). Responsibility will be for small, examination-orientated classes in cookery and/or needlework in bright attractive specialist accommodation.
Closing date: 18th February 1977.
Application forms obtainable from the Head Teacher on receipt of a stamped addressed envelope.

WILTSHIRE
COUNTY COUNCIL
THE GEORGE WARD SCHOOL
Melksham
(Coeducational, Comprehensive, 1,525 on roll)
Required for Summer Term —
A TEACHER of NEEDLEWORK (Scale 1) within the Faculty of Design. The school is in new buildings and working facilities are excellent. The subject is taught as part of an Integrated Design Course and as an academic course to GCE and CSE levels.
A teacher of good personality, able to interest pupils in the subject is required for this post which is suitable for either an experienced teacher or a new entrant.
Application forms and further particulars from the Headmaster on receipt of stamped addressed foolscap envelope. Closing date 16 February.

WILTSHIRE
ST. EDMUND'S GIRLS' C.E. CONTROLLED SECONDARY MODERN SCHOOL
Laverstock, Salisbury.
No. on roll 680
Required for Easter or September 1977, ASSISTANT TEACHER to teach HOME ECONOMICS and NEEDLEWORK to C.S.E. and "O" Level standard.
Application forms on receipt of a stamped addressed envelope, from the Headmistress, Mrs. R. E. Gritten, at the School.

Economics

Other Posts on Scale 2 and above

SURREY
EPSOM COLLEGE
Required for September, 1977, a GRADUATE to teach principally ECONOMICS in the Sixth Form with some Junior History. Experience desirable but not essential. Good games an advantage.
Accommodation available for single and possibly for married person.
Further particulars from Headmaster, Epsom College, Surrey.

Scale 1 Posts

DERBYSHIRE
MOUNT ST. MARY'S COLLEGE
Spinkhill, Sheffield S31 9YL
Scale 2 Appointment.
Required September, 1977, a GRADUATE TEACHER of ECONOMICS to "O" and "A" level; additional subjects desirable. Accommodation is available for an unmarried person in return for help with Housemaster duties. The school is a Roman Catholic boys' boarding school in membership of the Headmasters' Conference; a Roman Catholic and ability to help with Games and C.C.F. would be an advantage.
Apply to the Headmaster, with a curriculum vitae and the addresses of two referees.

DEVON
PLYMSTOCK SCHOOL
Church Road, Plymstock, Plymouth
(Comprehensive, co-educational, 2,000 on roll)
Required 25th April, a well-qualified TEACHER to share in the teaching of ECONOMICS to Advanced level and GEOGRAPHY to Ordinary level. Scale 1.
Application forms (stamped addressed envelope) from Headmaster returnable to him within 14 days.

KNOWSLEY
(Metropolitan Borough of)
ST. KEVIN'S R.C. BOYS' COMPREHENSIVE SCHOOL
Roughwood Drive, Northwood
Kirkby, Liverpool L33 9UF
(1,700 boys, 11 to 18)
Social Priority payable
For May, 1977: ECONOMICS with some SOCIOLOGY, GRADUATE, preferably R.C., to teach examination forms (C.S.E., "O" and "A" levels). Scale 1. (Scale 2 for good honours degree.)
For further details send stamped addressed envelope to Headmaster.

English

Heads of Department

AVON COUNTY
HANHAM NEW COMPREHENSIVE SCHOOL
(First Six F.E. September, 1977, rising to Eight F.E. by stages)
Required in September, 1977, for this new purpose-built comprehensive school, a HEAD of ENGLISH, Scale 4.
Further details (send stamped addressed envelope) from the Headmaster, c/o Education Office, High Street, Kingswood, Bristol, BS15 4AR.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
JOHN BUNYAN UPPER SCHOOL AND COMMUNITY COLLEGE
Mile Road, Bedford
Telephone: 64361
HEAD of ENGLISH, Scale 4, required for September.
Applications are invited from well qualified and experienced TEACHERS for the HEAD of ENGLISH of this new purpose built (13 to 18) Upper School. The post becomes vacant at the end of the Summer Term owing to the promotion of the present holder to another authority.
The department has developed an excellent academic reputation with C.S.E., "O" and "A" level courses being well established. Drama is strongly featured within the department.
The school is equipped with the latest audio visual aids, VTR, VCR and reprographic equipment.
Further details of the post and application forms are available from the Headmaster, F. Rushton, M.A., to whom they should be returned as soon as possible but not later than Friday, February 18th. Interviews will be held early in March. Stamped addressed envelope please.

CUMBRIA
EDUCATION COMMITTEE
EDEN SCHOOL,
Carlisle
(Comprehensive: 11 to 16: mixed; roll 213; Group 5)
Required in April, 1977, HEAD of ENGLISH (Scale 2).
Applications are invited from suitably qualified candidates.
Forms and particulars from the Head at the school, to whom they should be returned by February 17, 1977.

DONCASTER
EDUCATION COMMITTEE
EDLINGTON COMPREHENSIVE SCHOOL
Tait Avenue, Edlington, Doncaster DN12 1HH
Telephone: Rotherham 864100
Required for September, 1977:
HEAD of ENGLISH FACULTY (Scale 4)
An experienced and well-qualified TEACHER to lead a team of 18 as HEAD of ENGLISH FACULTY. This is a key post in this large and developing school. Courses leading to G.C.E. "O" and "A" level are already well established and there are exciting possibilities for further development.
Applicants will be expected to have a vital interest in developing this important discipline and to be committed to the comprehensive ideal.
The vacancy arises because of the promotion of the present holder to a Deputy Headship.
The school is a purpose-built Comprehensive occupying a 30-acre site on the edge of open country. It takes all pupils aged 11 to 18 living within its large and socially well-mixed catchment area.
Application forms and other details are available from the Headmaster, to whom they should be returned by February 25th, 1977.

DONCASTER
EDUCATION COMMITTEE
HUNGERHILL SCHOOL
Hungerhill Lane, Edenthorpe
Doncaster, DN3 2JY
Telephone: Doncaster 882811
(12-18 Comprehensive Mixed)
Headmaster: T. Hughes, B.A.
Required for September, 1977: HEAD of ENGLISH DEPARTMENT (Scale 4).
Applications are invited from suitably qualified and experienced TEACHERS for appointment to the above post in this new school which opened in September, 1976, with an initial intake of 176 pupils aged 12 plus.
Application forms and further details are available from the Headmaster, to whom completed application forms should be returned by Monday, 21st February, 1977.

DORSET
OAKMEAD SCHOOL FOR GIRLS
(11 to 16 years Bilateral 620 Girls)
Duck Lane, Bournemouth
Required September 1977: HEAD of ENGLISH DEPARTMENT. Scale 4. To lead and guide a department of six staff offering courses to G.C.E. "O" level and C.S.E. Modes 1 and 3, and to facilitate the development of language awareness in other areas of the curriculum. Assistance with removal and legal expenses.
Application forms and further details from the Headmistress on receipt of stamped addressed envelope. Closing date February 23rd.

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SECONDARY
English
continued

EALING
(London Borough)
EDUCATION SERVICE
ELTHORNE HIGH SCHOOL,
Cranmer Avenue, West Ealing, W.13
Required as soon as possible: a GRADUATE MASTER or MISTRESS as HEAD of ENGLISH (Scale 4) in this developing comprehensive mixed school. Candidates should be able to organize this major department, which has already well established courses at CSE, "O" and "A" levels; the library and drama are regarded as a part of this department.
London Weighting £403, and the description of the school as one of social priority provides an additional allowance.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.
Applications by letter to the Headmaster giving details of qualifications, enclosing a recent testimonial and citing two referees (stamped addressed envelope).

EAST SUSSEX
CHAILEY SCHOOL
Required from September experienced and well qualified TEACHER to be HEAD of ENGLISH, Scale 4. The school (roll 650) accepted its first comprehensive intake in September, 1975, and is expected to grow to 1100 pupils. C.S.E. and "O" level courses are well established and a person able to lead and develop the scope of the department is sought.
Scheme of relocation grants available in approved cases.
Further details and application forms from Headmaster, Chailey School, Mill Lane, South Chailey, Lewes. (foolscap stamped addressed envelope).

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
THE LEVENTHORPE SCHOOL
Cambridge Road
Sawbridgeworth
(All-ability, co-educational: 765 on roll)
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD of ENGLISH DEPARTMENT (Scale 4) for Easter or September 1977. The department is lively and well equipped and an enthusiast is required to maintain and develop the work of the department through an imaginative, enlightened but disciplined approach. Courses are well established at all levels. This is a senior post which presents an opportunity for an ambitious candidate to take responsibility in the wider aspects of school life and administration.
Further details and application forms are available from the Headmaster.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
CHELLS SCHOOL
(Group 10)
Mobbsbury Way, Stevenage
MASTER or MISTRESS required for Easter or as soon as possible to be HEAD of ENGLISH (Scale 4). This is an active and successful department of six with excellent facilities including Audio Visual Apparatus and a well equipped hall and stage. There is a thriving drama club which undertakes regular productions and the department is also responsible with ancillary help for the school library. Courses are undertaken to C.S.E. and G.C.E. "O" and "A" levels.
Please apply to the Headmaster, as soon as possible, enclosing curriculum vitae and the names of two referees.
Further details on request. Removal expenses may be paid.

HOUNSLOW
(London Borough)
HEAD of ENGLISH (Scale 4), required September 1977 for this Voluntary Aided Girls' School 11 to 18 years. The first 6-form comprehensive intake was admitted in September 1976. Estimated roll September, 1977, 920 ultimately rising to 1,100. The person appointed will be responsible for planning and reorganising the Department to encompass the mixed-ability intake while, at the same time, running appropriate courses for the existing selective pupils.
Apply: Headmistress, Gumley House Convent School, St. John's Road, Isleworth, Middlesex.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
STURRY SECONDARY SCHOOL
(Mixed 780 Pupils)
HEAD of ENGLISH DEPARTMENT. Scale 3 or 4 (depending on qualifications and experience). Required for Summer or Autumn Term. The person appointed will be expected to [illegible] contribution to the [illegible] of the school.
Apply to the Headmaster, Sturry Secondary School, Bredlands Lane, [illegible], Canterbury, Kent. CT2 [illegible].

KINGSTON upon Thames
(Royal Borough of)
TIFFIN GIRLS' SCHOOL
Richmond Road
Kingston upon Thames
(Grammar: 810 girls)
ENGLISH GRADUATE required in September 1977 as Head of Department to organise the teaching of English throughout the school and lead a department of four. All pupils offer Language and Literature at Ordinary level and there are three Advanced level groups in each year of the Sixth Form.
Scale 4 post with London Allowance (£207).
Apply by letter to the Headmistress giving details of qualifications and teaching experience and enclosing copies of two recent testimonials and names and addresses of two referees.

LEICESTERSHIRE
SOUTH WIGSTON HIGH SCHOOL
St. Thomas' Road, South Wigston, Leics. LE8 2TA
In the Leicestershire Plan for the Organisation of Secondary Education
High 11-14
Roll about 553
ENGLISH
Scale 3
Required after Easter HEAD of ENGLISH DEPARTMENT. Good organisation ability essential. Experience of teaching mixed ability groups an advantage.
Further details from the Head.
Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

SANDWELL
(Metropolitan Borough of)
MENZIES HIGH SCHOOL
Clarkes Lane, West Bromwich
West Midlands
Required for Summer term, 1977 — HEAD of ENGLISH DEPARTMENT — Scale 4 post.
To take charge of this major department within the school. Courses are followed to "O" and "A" level and C.S.E. The English Department is housed in its own suite of rooms, centred around a Head of Department's office and departmental room. There is also a fitted Drama room, which is part of the department.
Menzies is a comprehensive school of 1,150 pupils with a Sixth Form that is fed both from its own Fifth Form and from surrounding 11-16 schools. There are good modern facilities both within the school and the authority.
Letters of application (no forms), together with the names and addresses of two referees, should be sent to the Head Teacher of the school. Closing date, 11th February, 1977.

SHROPSHIRE
EDUCATION COMMITTEE
OLDBURY WELLS COMPREHENSIVE SCHOOL
Bridgnorth
(ages 11 to 18: number on roll 1,100; present Sixth Form 70, anticipated growth to 160)
HEAD of ENGLISH. Scale 4, required for summer term 1977, a well-qualified Teacher of lively enthusiasm to lead a department of nine. Well-established C.S.E., "O" and "A" level courses. Successful teaching experience at all levels essential.
Further details from Head (stamped addressed envelope).

Other Posts on Scale 2 and above

AVON COUNTY
SPEEDWELL SCHOOL
Speedwell Road, Kingswood, Bristol
(Comprehensive 1,600)
Required for September: SECOND MASTER/MISTRESS in ENGLISH Department (Scale 3). Experienced graduate to teach all levels of English, and to take responsibility for organising Mixed-Ability English in the first three years.
Apply by letter to the Headmaster giving curriculum vitae and names of two referees.

CHANNEL ISLANDS
STATES OF JERSEY
EDUCATION COMMITTEE
ST. HELIER GIRLS' SCHOOL
Required from Easter or September, 1977—
TEACHER/LIBRARIAN (Scale 2).
Due to the retirement of the previous post holder a vacancy occurs for a Librarian at the above School. Preference will be given to candidates able to offer English at C.S.E. level.
Application forms and further details from the Director of Education, P.O. Box 142, Highlands, St Saviour, Jersey, C.I., to be returned to the Head Teacher of the school by 18th February, 1977.

DERBYSHIRE
BELPER SCHOOL
(Opened 1973 nine-form entry, 13 to 18)
For Easter if possible, or September, successful ENGLISH SPECIALIST to teach at all levels (unstreamed 13 to 16), including sixth form.
Scale 2 available for special responsibility concerning Department Resources, or Reading, or Language policy across the curriculum.
Apply (no forms) naming two referees to the Head, Belper School, Kilburn Road, Belper, Derbyshire. Further information on request. Closing date 18th February.

DURHAM
COUNTY COUNCIL
STANLEY COMPREHENSIVE SCHOOL
800 on roll
ENGLISH—Salary Scale 3. Well qualified and experienced TEACHER required for September 1977 to be second in faculty of ENGLISH and COMMERCE.
Further details from Head Teacher (Tel. Stanley 32600).
Stamped addressed envelope for application form to Area Administrative Officer, Area Education Office, Durham Road, Blackhill, Consett.
Closing date for receipt of applications 21st February, 1977.

ISLE OF MAN
BOARD OF EDUCATION
BALLAKERMEEN JUNIOR HIGH SCHOOL
(Co-educational Comprehensive 11 to 14 years 1,400 pupils)
Required for September, 1977:
TEACHER of ENGLISH (Scale 2). The person appointed will act as second in the Department and will be expected to teach English within each year group and to all ability levels. Experience of teaching to external examination level would be an additional advantage.
Application forms and further details from the Headmaster, Ballakermeen Junior High School, Douglas, to whom completed forms should be returned by 28th February, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
THE GEOFFREY CHAUCER SCHOOL
DRAMA/ENGLISH TEACHERS interested in becoming a YEAR HEAD (Scale 3) are referred to the advertisement under Pastoral.
SEVENOAKS DIVISION
SWANLEY SCHOOL
Swanley, Kent BR8 7TE.
Established large comprehensive school with a full range intake, mixed, 11 to 18, 200 in Sixth Form.
Required after Easter well-qualified TEACHER for ENGLISH, able to teach throughout the range, including the Sixth Form. This is a Scale 2 post for a teacher with experience, but recently qualified applicants will be considered for a Scale 1 appointment.
Application is by letter to the Headmaster at the school, giving details and naming referees.

NEWHAM
(London Borough of)
PERIPATETIC TEACHERS OF ENGLISH TO PUPILS OF OVERSEAS ORIGIN IN SECONDARY SCHOOLS
Applications are invited from TEACHERS holding a recognised qualification in teaching ENGLISH AS A FOREIGN LANGUAGE and who already have relevant teaching experience in a Secondary School in this country.
Teachers will be expected to work on a peripatetic basis in a number of Secondary Comprehensive Schools.
Scale 2 Posts.
Burnham Scales, plus London Allowance £312, plus Annual Supplement £312.
Application forms may be obtained from the undersigned and should be returned as soon as possible.
J. S. Wilkie, MA, PhD, Director of Education, Education Offices, Broadway, Stratford E15 4BH.

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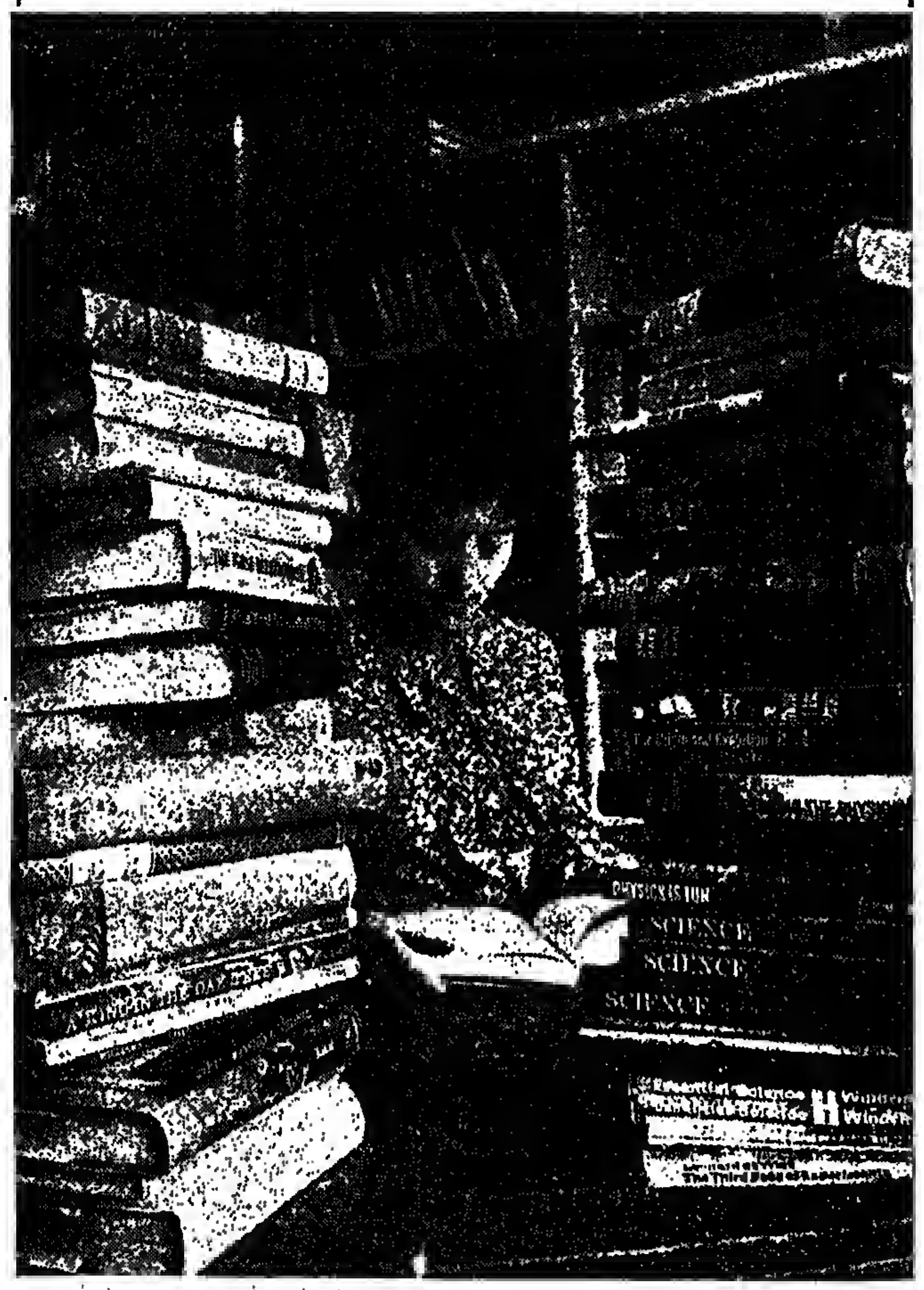

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Educational Supplement

*Primary and Secondary Education; L. Harris, 1973.

SECONDARY
English
continued

NORTHAMPTONSHIRE
CORBY LODGE PARK COMPREHENSIVE SCHOOL,
Shetland Way, Corby, Northants.
NN17 2DD
Lodge Park, an 11 to 18 comprehensive with a developing Sixth Form requires from September a SECOND in ENGLISH Department to teach the full ability range, assist with administrative work and develop extra-curricular departmental activities. Scale 3 post.
Housing readily available.
Application forms and further details from Headmaster (stamped addressed envelope).

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
HYLTON SCHOOL,
Stockton Road, Hylton
Sunderland
Tyne and Wear, SR2 [illegible]
(11 to 18 Comprehensive School of 1,220 pupils)
Required for 18th April 1977: TEACHER of ENGLISH (Scale 2) to share in the teaching of all levels including Sixth Form and the administration of the department.
Application forms and further particulars may be obtained from the Headmaster and should be returned to him by 18th February 1977.
Removal expenses and temporary lodging allowance may be granted in appropriate circumstances.
L. A. Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland, SR2 7DN.

SURREY
EPSOM COLLEGE
Required for September 1977 a GRADUATE to teach ENGLISH throughout the school up to A Level. Experience desirable but not essential. Good games an advantage.
Accommodation available for single and possibly for married person.
Further particulars from Headmaster, Epsom College, Surrey.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
SHARNBROOK UPPER SCHOOL AND COMMUNITY COLLEGE
Odell Road, Sharnbrook, Beds.
Required for September 1977, TEACHER (Scale 1) to take up a new post teaching ENGLISH and taking responsibility for developing DRAMA in the School. The School opened in 1975, and in 1977 will have 800 on roll out of a final 1,100, which will include a large sixth form. The site is in pleasant countryside, and the intake contains a significant proportion of able pupils.
Full details and application forms can be obtained by sending a stamped and addressed envelope, marked English/Drama, to the Headmaster, Sharnbrook Upper School, Odell Road, Sharnbrook, Bedfordshire MK44 1JX.

BERKSHIRE
COX GREEN COUNTY SECONDARY SCHOOL
Highfield Lane, Maidenhead
For April: Graduate TEACHER of ENGLISH for this 7 F.E. mixed comprehensive school, roll 1,100. Mixed ability teaching in first three years. CSE, "O" and "A" level courses well established. [illegible].
London Fringe Allowance £114 per annum. Lodging allowance and removal expenses schemes in operation.
Forms and further details from the Headmaster (stamped addressed envelope). Closing date: Tuesday 14, 1977.

CROYDON
(London Borough of)
PURLEY HIGH SCHOOL FOR BOYS
Placehouse Lane, Old Coulsdon CR3 1YA
Telephone: Downland 51170
Tenable: 21st February to 17th June, 1977
Required at this 11 to 18 boys' high school from 21st February to 17th June, a GRADUATE TEACHER of ENGLISH to replace a member of staff on study leave. Ability to teach to "O" and "A" level standard is essential.
Applications should be made as soon as possible by letter to the Headmaster.
Salary, Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

DONCASTER
EDUCATION COMMITTEE
HUNGERHILL SCHOOL
Hungerhill Lane, Edenthorpe
Doncaster DN3 2JY
Telephone: Doncaster 882811
11 to 16 Comprehensive Mixed
Headmaster: T. Hughes, B.A.
Required for September 1977: TEACHER of ENGLISH (Scale 1).
Hungerhill is a new school which opened in September, 1976, with an initial intake of 175 pupils aged 13 plus. Applications from persons seeking a first appointment will be welcome.
Application forms and further details are available from the Headmaster, to whom application forms should be returned by Monday, 21 February, 1977.

EAST SUSSEX
COUNTY COUNCIL
THE GROVE SECONDARY SCHOOL
Headmaster: Mr. N. H. [illegible], B.Sc.
Required for September, 1977, an ASSISTANT TEACHER for ENGLISH in the Lower School. Scale 1 post.
Application forms (to be returned by Monday, 21st February, 1977) from the Headmaster at the school, Wishing Tree Road, St. Leonards-on-Sea.

EAST SUSSEX
COUNTY COUNCIL
HASTINGS HIGH SCHOOL FOR GIRLS
Headmistress: Mrs. N. B. Spendlove
Required September, 1977, well-qualified GRADUATE to teach ENGLISH throughout this grammar school; a keen interest in the teaching of drama will recommend. The post (Scale 1) holds good career opportunities.
Further details and application forms (returnable by 18th February, 1977) available from the Headmistress at the school, The Ridge, Hastings.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
ENFIELD: THE GOVERNORS OF BISHOP STOPFORD SCHOOL
Brick Lane, Enfield EN1 3DU
(Voluntary Aided Group 10)
1,000 boys and girls 11 to 18 years
There is a vacancy for a TEACHER to take ENGLISH and FRENCH throughout the school. Initially the teaching in both subjects would be to C.S.E. and Ordinary level but some Advanced level French could be made available for September 1977 for a suitably qualified and experienced candidate. A willingness to take small groups of slow learners for basic English and to help in out-of-school activities would be an advantage.
Further information about the work and school may be obtained from the Headmaster.
Consideration given to the following: full or part removal expenses, generous assistance with relocation costs, temporary housing accommodation for up to two years, £11 per week lodging allowance (up to [illegible] months) in certain cases.
[illegible]

ESSEX
THE RAMSDEN SCHOOL
(Roll 1,400)
Melbourne Lane, Great Baddow, Chelmsford
Telephone: Chelmsford 73611
ENGLISH
Capable of teaching up to "A" level. Excellent facilities in this expanding department. Organised as Upper and Lower School.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HAMPSHIRE
THE WAVELL SCHOOL,
Lynchford Road, Farnborough, Hampshire
(Comprehensive, mixed; 11 to 16; number on roll 760)
Required for April or September, ENGLISH, Scale 1.
Details obtainable from Head (stamped addressed envelope, please).

HARINGEY
(Borough of)
HIGHGATE WOOD SCHOOL
Montenotte Road, London, N.8
7-form entry mixed Comprehensive School, Roll 1,145
Required as soon as possible:
A TEACHER able to take ENGLISH throughout the School. The Department is strong and applicants must be able to undertake C.S.E., "O" and "A" Level work. Assistance with Games would be an advantage. Removal expenses—100 per cent allowed. London Allowance (£402) payable.

SOMERSET SCHOOL
White Hart Lane, Tottenham, N.17
Voluntary Controlled Boys' Comprehensive School. Roll approximately 1,800
Required for the Summer Term: Temporary TEACHER of ENGLISH to take charge of Lower School library. There is a well-stocked attractive library in a separate building for first and second year pupils. Candidates should have a special interest in the library as an integral part of the curriculum and in combination with the development of resources. London Allowance £402. Social Priority Allowance £201-£276.
Forms of application for the above posts (stamped addressed envelope) available from the undersigned to be returned to Head of School as soon as possible.
Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
ST. EDWARDS C. OF E. COMPREHENSIVE SCHOOL
(Roll 1,100; co-educational)
London Road, Romford RM7 9NX
Required summer term 1977 — TEACHER for ENGLISH to take subject to "O" level with the opportunity to do "A" level work if desired.
There is a scheme for removal expenses.
Please apply by letter as soon as possible to Head Teacher, giving full curriculum vitae and quoting two referees.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
CHELLS SCHOOL
(Group 10)
Mobbsbury Way, Stevenage
Required for Easter or as soon as possible to teach ENGLISH throughout the school in a department of six. An interest in Remedial work would be an advantage.
Please apply to the Headmaster, as soon as possible, enclosing curriculum vitae and the names of two referees.
Further details on request. Removal expenses may be paid.

ISLE OF MAN
BOARD OF EDUCATION
DOUGLAS HIGH SCHOOL
Co-educational Comprehensive
14 to 18 years
(900 pupils)
Required for September, 1977—TEACHER of ENGLISH (Scale 1) to share the work of the department at all levels up to G.C.E. Ordinary level. Interest or experience in working with less able pupils would be a recommendation.
Application forms and further details from the Headmaster, Douglas High School, St. Ninian's, Douglas, to whom completed forms should be returned by 28th February, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION
SWANLEY SCHOOL
TEACHER for ENGLISH.
See under Scale 2 posts.

NORTH YORKSHIRE
(County of)
BURTON STONE (GIRLS') SECONDARY MODERN SCHOOL
York
Required for Easter, 1977—TEACHER of ENGLISH and MATHEMATICS, Scale 1 Post.
Applications, by letter, giving curriculum vitae and the names and addresses of two referees to the Headmistress, Burton Stone Secondary Modern School, Evelyn Crescent, York YO3 6DR, within 10 days of the appearance of this advertisement.

SHEFFIELD
EDUCATION COMMITTEE
PARK HOUSE SCHOOL
Rawlins Road, Sheffield S9 1WD
(an 11 to 18 comprehensive with 800 pupils on roll)
A TEACHER of ENGLISH is required for Easter or as soon as possible thereafter. Most of the work will be with mixed ability groups. The department provides courses leading to C.S.E., "O" level Language and Literature, G.C.E. and "A" level. Scale 1 plus SPS Allowance.
Further details and application forms are obtainable from the Headmaster, to whom completed applications should be returned within 14 days of the appearance of this notice.

SHROPSHIRE
EDUCATION COMMITTEE
Secondary teaching vacancy for April, 1977
[illegible] COUNTY SECONDARY SCHOOL
[illegible], Shrewsbury.
TEACHER of ENGLISH required to join established team. Opportunity for examination work.
Applications to the Head of the school, Mr. J. L. Loveridge [illegible]

WEST SUSSEX
NORTH EASTERN AREA
[illegible] SCHOOL,
[illegible] Lane, East Grinstead, Sussex
Scale 1. Temporary TEACHER of ENGLISH required for summer term, to teach third to sixth years mixed ability groups plus "O" and C.S.E. sets.
Particulars from Head Teacher.

Geography

Heads of Department

COVENTRY (City of)
CARDINAL WISEMAN R.C. GIRLS' COMPREHENSIVE SCHOOL
(Social Priority School: 1,190 on roll)
Required Easter, 1977:
HEAD of GEOGRAPHY, Scale 4 plus S.P.A.
Courses to C.S.E., "O" and "A" level. A progressive department with strong interest in field studies.
Closing date 10 days after appearance of advertisement.
Apply by letter giving full details, age, qualifications, experience and names and addresses of two educational referees to the Headmistress at the school, Potters Green Road, Coventry CV2 2AJ.

DONCASTER
EDUCATION COMMITTEE
HUNGERHILL SCHOOL
Hungerhill Lane, Edenthorpe, Doncaster DN3 2JY
Telephone: Doncaster 882811
11 to 16 Comprehensive mixed
Headmaster: T. Hughes, B.A.
Required for September 1977: HEAD of GEOGRAPHY Department (Scale 3).
Applications are invited from suitably qualified and experienced TEACHERS for appointment to the above post in this new school which opened in September 1976, with an initial intake of 175 pupils aged 13 plus.
Application forms and further details are available from the Headmaster, to whom application forms should be returned by Monday, 21st February, 1977.

HAMPSHIRE
RINGWOOD SCHOOL
[illegible] Road, Ringwood, Hampshire
Telephone: Ringwood 3712
(Comprehensive, 11 to 16; number on roll 1,057)
Required for Summer Term, 1977, HEAD of GEOGRAPHY DEPARTMENT. Scale 3. Group 10 school.
Stamped addressed envelope to Head for details of this senior post.

SURREY
GUILDFORD HIGH SCHOOL
(Church Schools Company)
London Road, Guildford, Surrey
GU1 1SJ
Required in September, experienced GEOGRAPHY GRADUATE as Head of Department to organise and teach the subject to University Entrance level. Salary Scale 3.
Apply by letter to the Headmistress, with curriculum vitae and names of two referees.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
SHARNBROOK UPPER SCHOOL AND COMMUNITY COLLEGE
Odell Road, Sharnbrook, Bedfordshire
Required for September, 1977, a TEACHER (Scale 1 or 2) to take up a new post assisting in the teaching of GEOGRAPHY. The school opened in 1975, and in 1977 will have 800 on roll out of a final 1,100, which will include a large sixth form. The site is in pleasant countryside, and the intake contains a significant proportion of able pupils.
Full details and application forms can be obtained by sending a stamped and addressed envelope, marked Geography, to the Headmaster, Sharnbrook Upper School, Odell Road, Sharnbrook, Bedfordshire MK44 1JX.

CROYDON
(London Borough of)
TAUNTON MANOR HIGH SCHOOL
Homefield Road, Old Coulsdon, Surrey, CR3 1EB
Tel: Downland 51181
Tenable: 19th April 1977.
Required from April 1977, well qualified and suitably experienced TEACHER to teach GEOGRAPHY throughout the school. Candidates should state any subsidiary subject they could offer. The school is an 11 to 14 co-educational comprehensive high school, modern and well equipped.
Salary, Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

GLOUCESTERSHIRE
OXSTALLS BOYS SECONDARY SCHOOL
Estcourt Close
Gloucester
Required from 20th April, 1977, GEOGRAPHER/HISTORIAN, Scale 1, plus Social Priority Allowance to teach an integrated syllabus in this Group 8 boys school.
Letters of application (no forms) to the Headmaster as soon as possible.
Further information on receipt of stamped addressed envelope or telephone Gloucester 24877.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
VINTERS BOYS' SCHOOL
Huntsman Lane, Maidstone
(830 on roll, comprehensive intake)
Required Easter 1977, GRADUATE TEACHER of GEOGRAPHY to teach all levels of ability up to G.C.E. "O" level at this new school delightfully set in 40 acres of woodland and playing fields.
Applicants must be able to offer Mathematics as a second subject. Letter of application naming two referees to the Headmaster.

LIVERPOOL
NETHERLEY MIXED COMPREHENSIVE R.C. SCHOOL
Childwall Valley Road, Liverpool L27 [illegible]
Required immediately ASSISTANT for GEOGRAPHY, Scale 1.
Forms and details obtainable from (stamped addressed envelope) and returnable to the Head Teacher. Quote reference [illegible].

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
THE HOLGATE SCHOOL,
Hillcrest Drive, Hucknall
Nottingham NG15 6PX
Headmaster: P. T. B. Archer, B.Sc., M.Ed., M.Phil.
(Mixed, 1,060: 11 to 18)
For Easter, GRADUATE in GEOGRAPHY (Scale 1 or 2). Experience of fieldwork and willingness to help with extra curricular music, drama, or recreational activities a recommendation.
Applications (no forms), to the Headmaster, with names of two referees, as soon as possible.

History

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
WOOTTON UPPER SCHOOL,
Hall End Road, Wootton, Beds.
Required for September, 1977, a HEAD of HISTORY DEPARTMENT (Scale 3) for this rural Upper School which had its first intake of 13-plus in 1975.
A well-qualified and experienced TEACHER is sought who is capable of developing the subject to "A" level. "O" level and C.S.E. courses have been started and the first pupils will take public examinations in 1978. A History Suite is included in the final phase of building.
Application forms and further details available from the Headmaster, to whom completed forms should be returned by 21st February, 1977.

CITY OF SALFORD
EDUCATION DEPARTMENT
THE CHURCH OF ENGLAND HIGH SCHOOL
Normanby Road, Peel Green, Eccles M30 7PQ
(11 to 16 mixed comprehensive, 650 on roll, 4 form entry)
Tel. 061-789 5359/2729
Required from 1st May, 1977.
HEAD OF HISTORY DEPARTMENT
Scale 2 post to suitably qualified candidate.
C.S.E. and G.C.E. "O" level courses well established. Excellent facilities in modern school set in pleasant surroundings.
Application forms and further information from the Headmaster, to whom completed applications should be returned as soon as possible.

SHROPSHIRE
EDUCATION COMMITTEE
MEOLE BRACE MODERN SCHOOL
Longden Road, Shrewsbury SY3 9DW
HEAD of HISTORY Scale III with responsibility for co-ordination with certain other subjects. Required as from September, 1977.
Further details from Head (stamped addressed envelope).

SUFFOLK
COUNTY COUNCIL
THURSTON UPPER SCHOOL
(Mixed Comprehensive 13 to 18)
1,300 on roll
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD of HISTORY, Scale 4. History is studied by all pupils up to the age of 16, and there are well developed courses to C.S.E., "O" and "A" levels and the C.S.E. examinations.
Further details and application forms obtainable (stamped addressed foolscap envelope please) from the Headmaster, Thurston Upper School, Thurston, Bury St. Edmunds, Suffolk.

Other Posts on Scale 2 and above

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.
ELMFIELD UPPER SCHOOL
Aylesbury Road, Bromley, Kent
Elmfield Upper School is in process of re-organisation as a comprehensive school for 14 to 18-year-old girls.
Required for April, 1977, ASSISTANT in the HISTORY DEPARTMENT. C.S.E., Ordinary and Advanced Level courses are established, and the successful candidate will be required to teach the subject to these levels. Ability to offer Social Studies as a subsidiary subject an additional recommendation.
Scale II post available to a suitably qualified and experienced candidate.
Apply to the Headmistress at the school.

LONDON, S.W.19
KING'S COLLEGE SCHOOL
Wimbledon
GRADUATE required for September, 1977, to teach HISTORY throughout the School to Oxbridge Scholarship level. Applicants must be well qualified to take a major share of the most advanced work; an interest in C.16/17 European History is desirable. An ability to coach games (rowing, soccer or cricket) would also be an advantage.
The School has its own salary scales (approximately Scale 2 upwards). Accommodation is available, and there is a Staff Loan Scheme to help with house-purchase.
Applications, with brief curriculum vitae and names of two referees to: Headmaster, King's College School, Wimbledon, SW19 4TT.

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
GEORGE STEPHENSON HIGH SCHOOL
Southgate,
Killingworth,
Newcastle, NE12 0SA
Headmaster: Mr. T. W. King, B.A.
Required for the commencement of the Summer Term, 18th April, 1977. Scale 2. TEACHER to be Second in DEPARTMENT of HISTORY and to share teaching to G.C.E. "A" level. This is a growing school with expanding opportunities.
Application forms are available on receipt of a stamped addressed envelope from the Headmaster, to whom they should be returned not later than 15th February, 1977.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
SHARNBROOK UPPER SCHOOL AND COMMUNITY COLLEGE
Odell Road, Sharnbrook, Bedfordshire
Required in September, 1977, a TEACHER (Scale 1) to take up a new post assisting in the teaching of HISTORY. The school opened in September, 1975, and in 1977 will have 800 on roll out of a final 1,100, which will include a large sixth form. The site is in pleasant countryside, and the intake contains a significant proportion of able pupils.
Full details and application forms can be obtained by sending a stamped and addressed envelope, marked History, to the Headmaster, Sharnbrook Upper School, Odell Road, Sharnbrook, Bedfordshire, MK44 1JX.

CHESHIRE
EDUCATION COMMITTEE
ELLESMERE PORT CATHOLIC HIGH SCHOOL
Capenhurst Lane, Ellesmere Port L65 7AQ
HISTORY (Scale 1 or 2). Required Easter or September, experienced GRADUATE preferred, but new entrants invited to apply. Work available up to "A" level.
Closing date 18th February. Application forms available from and returnable to the Head Teacher.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
FALMOUTH SCHOOL
Trescobeas Road, Falmouth
Comprehensive 11 to 18
Headmaster: D. H. Tribe, B.Sc.
HISTORY, Scale 1.
For September, 1977, GRADUATE able to teach HISTORY at all levels. Initially teaching available up to "O" level with possibility of "A" level work later. Willingness to help with Games would be an advantage.
Curriculum vitae together with the names of two referees should be sent direct to the Headmaster of the above address.
K. [illegible], Secretary for Education, Education Department, County Hall, Truro, Cornwall.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
EDMONTON SCHOOL
(MIXED COMPREHENSIVE)
Great Cambridge Road, Enfield, Middlesex
Required immediately —
Temporary TEACHER of HISTORY.
Application forms (stamped addressed envelope) obtainable from the Headmaster to whom they should be returned as soon as possible.

HAMPSHIRE
BEDALES SCHOOL,
Petersfield, GU32 2DG.
Co-educational, 13 to 18, 350 pupils.
HISTORY GRADUATE required to share the teaching up to University Entrance standard and participate fully in the life and activities of the School. Scale 1 post.
The Headmaster welcomes applications by letter—no forms—including curriculum vitae, copies of testimonials and the names of three referees, and will send further details on receipt of stamped addressed envelope.

HAMPSHIRE
PRIESTLANDS SCHOOL
North Street, Pennington
Lymington SO4 8FZ
Comprehensive Mixed 11 to 16
Number on roll: 1,200
Required for September, 1977, Scale 1—to teach HISTORY throughout school.
Stamped addressed envelope to Head for details.

Humanities

Heads of Department

AVON COUNTY
HANHAM NEW COMPREHENSIVE SCHOOL
(First 6 form entry September, 1977, rising to 8 form entry by stages).
Required in September, 1977, for this new purpose-built comprehensive school, a HEAD of HUMANITIES (History, Geography, Religious Education) Scale 4.
Further details (send stamped addressed envelope) from the Headmaster, c/o Education Office, High Street, Kingswood, Bristol BS15 4AR.

DURHAM
COUNTY COUNCIL
STANLEY COMPREHENSIVE SCHOOL
800 on roll.
HEAD of HUMANITIES and LIBERAL STUDIES FACULTY—Salary Scale 4. Well qualified and experienced teacher of Geography or History required for September, 1977.
Further details from Head Teacher (Tel. Stanley 32600).
Stamped addressed envelope for application form to Area Administrative Officer, Area Education Office, Durham Road, Blackhill, Consett.
Closing date for receipt of applications 21st February, 1977.

SUFFOLK
COUNTY COUNCIL
REYDON MODERN SCHOOL
(number on roll 317, 11-16)
HEAD OF HUMANITIES (Scale 3) required from September, 1977, when the school expects its first all-ability intake. Flexible approach essential to integrated studies of the environment, society, religion, geography and history. The School has its own three-year all-ability Humanities syllabus leading to Mode 3 CSE and GCE examinations.
Application forms and further details available (stamped addressed envelope) from the Headmaster, Reydon Modern School, Wangford Road, Reydon, Southwold, to whom completed forms should be returned by February 28, 1977.

Scale 1 Posts

CROYDON
(London Borough of)
MONKS HILL HIGH SCHOOL
Farnborough Avenue
South Croydon CR2 8HD
Telephone: 01-657 8935
Tenable: 21st February, 1977
A well-qualified TEACHER is required to join the HUMANITIES DEPARTMENT of this 11 to 16 mixed high school of about 1,300 pupils over the full ability range. The person appointed must be willing to teach the combined Humanities course in years one to three and able to offer Geography, and preferably Geology in years four and five to C.S.E. and G.C.E. "O" level. The school is purpose built, was opened in 1970 and has excellent facilities. Fieldwork plays an important part in the department's courses.
Salary, Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)
OVERBURY HIGH SCHOOL
Overbury Crescent, New Addington, Croydon, CR0 0AS.
Tel.: Lodge Hill 42132
Tenable: 18th April, 1977.
Required for the Summer Term, two ASSISTANT TEACHERS to join the Humanities Department of this 11-14 mixed high school. They should be able to offer both Geography and History.
Salary—Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address by 18th February, 1977.

Mathematics

Heads of Department

AVON COUNTY
HANHAM NEW COMPREHENSIVE SCHOOL
(First 6 form entry September, rising to 8 form entry by stages).
Required in September, 1977, for this new purpose-built comprehensive school, a HEAD of MATHEMATICS. Scale 4.
Further details (send stamped addressed envelope) from the Headmaster, c/o Education Office, High Street, Kingswood, Bristol BS15 4AR.

CROYDON
(London Borough of)
ST. JOSEPH'S COLLEGE
Beulah Hill, Upper Norwood, SE19
Tel: 01-761 1426
Tenable: 1st September 1977
St. Joseph's College (founded in 1855 and run by the De La Salle Brothers) is a Roman Catholic Voluntary Aided School for boys aged 11-18 with six form entry up to the fourth year and 180 in the sixth form.
HEAD of DEPARTMENT is required to take over a flourishing MATHEMATICS department. S.M.P. mathematics is taught throughout the school to further mathematics at scholarship level. A C.S.E. (Mode 3) is currently in course of development. Subject is taught in class units in the first year, and in sets thereafter. Ability to lead the existing computer work an advantage. The school runs a wide range of extra-curricular activities and the ability to participate in some area would be an added advantage.
Salary: Burnham Scale 4 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address by 18th February 1977.

SHEFFIELD
EDUCATION
ABBEYDALE GRANGE SCHOOL
Hastings Road, Sheffield S7 2GU
11 to 18 Comprehensive
Required from September 1st, 1977, a HEAD of MATHEMATICS DEPARTMENT, Scale 4.
Application forms and further details can be obtained from the Headmaster of the school to whom they should be returned as soon as possible.

Other Posts on Scale 2 and above

CLWYD
COUNTY COUNCIL
ST DAVID'S HIGH SCHOOL
Saltney
(Mixed Comprehensive, Group 10)
Head, O. H. Davies BA
Required for the beginning of the Summer Term, 1977:—
An experienced GRADUATE TEACHER OF MATHEMATICS (Scale 3) to be second in the Faculty, and to develop the responsibility for certain areas.
The school is in the process of being rebuilt, and courses have been established to 16-plus and the sixth form is now being established. The faculty possesses a newly-built Mathematics suite and operates a terminal link for Computer Studies—"O" level and CSE. Modern Mathematics courses have been developed to "O" level and CSE (Modes 1 and 3) levels. Experience in Computer Studies would be useful but not obligatory as in-service training is available.
Application forms may be obtained from the Head, to whom they should be returned by February 14.
John Howard Davies, Director of Education, Shire Hall, Mold.

DONCASTER
EDUCATION COMMITTEE
ROSSINGTON COMPREHENSIVE SCHOOL
Bond Street, Rossington, Doncaster, DN11 0BY
Telephone: Doncaster 868414
Number on roll 1,000
Required for September, 1977:—
Scale 3 GRADUATE MATHEMATICIAN to teach throughout the school (including sixth form), to help with development of independent learning resources and the general administration of the department.
Apply by letter with full personal details and names of two referees to the Headmaster from whom further particulars may be obtained.
Closing date February 18th, 1977.

DURHAM
COUNTY COUNCIL
CONSETT BLACKFYNE COMPREHENSIVE SCHOOL
(1,200 on roll, 140 in Sixth Form)
MATHEMATICS—Salary Scale 2. Qualified ASSISTANT required for April or September 1977 to share teaching of subject to G.C.E. "A" level. Ability to offer Statistics to "A" level an advantage.
Further details from Head Teacher (telephone Consett 503615).
Stamped addressed envelope for application form to Area Administrative Officer, Area Education Office, Durham Road, Blackhill, Consett.
Closing date for receipt of applications 21st February, 1977.

SECONDARY
Mathematics
continued

DURHAM
[illegible] COMPREHENSIVE SCHOOL [illegible]. Salary Scale 2. Well qualified and experienced TEACHER required for September 1977 to share in the work of this secondary department.
Further details from Head Teacher (telephone Stanley 32506).
Stamped addressed envelope for application form to Area Education Officer, Area Education Office, Durham Road, Blackhill, Consett.
Closing date for receipt of applications 21st February, 1977.

HAMPSHIRE
THE WESTGATE SCHOOL
Cheriton Road, Winchester
(Year 1 in a Comprehensive, Mixed, Year 5 Grammar School. 11 to 18. 870 on Roll.)
Required April, 1977. Scale 2, MATHEMATICS.
Second in Department.
Stamped addressed envelope to Head for details.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
THE [illegible] SCHOOL
[illegible] Road, Hertford
Graduate MATHEMATICS TEACHER required to commence Summer Term 1977. Experience of C.S.E., "O" and "A" level would be an advantage. Scale 2 or 3 offered depending on experience and qualifications.
Applications in writing to the Headmaster giving details of qualifications and experience and the names and addresses of two referees.

ISLE OF MAN
BOARD OF EDUCATION
DOUGLAS HIGH SCHOOL
(Co-educational, comprehensive; 14 to 18 years, 900 pupils)
Required for September, 1977—Graduate TEACHER of MATHEMATICS (Scale 2) to share the work of the department to all levels.
Application forms and further details from the Headmaster, Douglas High School, St. Ninian's, Douglas, to whom completed forms should be returned by February 28, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
WEST SECONDARY GIRLS SCHOOL
Heath Lane, Dartford
Well qualified and experienced TEACHER of SCIENCE and MATHS for September, 1977. Will be expected to take overall responsibility for the Faculty and be in charge of curriculum development in these disciplines. "O" level and C.S.E. courses in existence. Vacancy due to retirement. Scale 4 for suitable candidate. Fringe Allowance.
Applications with names and addresses of two referees to the Headmistress.

CANTERBURY DIVISION
THE GEOFFREY CHAUCER SCHOOL
Mathematics teachers interested in becoming a Year Head (Scale 3) are referred to the advertisement under "General".

KNOWSLEY
(Metropolitan Borough of)
ST. KEVIN'S R.C. BOYS' COMPREHENSIVE SCHOOL
Roughwood Drive, Northwood, Kirkby, Liverpool L33 9UF
(1,700 boys, 11 to 18)
S.P.A. payable
For May, 1977. MATHEMATICS GRADUATE, preferably R.C., to teach of all levels but with special responsibility for Lower School. Scale 2 (Scale 3 available for well-qualified and experienced candidate).
For further details send stamped addressed envelope to Headmaster.

LINCOLNSHIRE
ASSISTANT TEACHER
BOSTON HIGH SCHOOL
Burnham Scale 2 £2,967-£4,524
612 on Roll
For September, GRADUATE to teach MATHEMATICS to "O" and preferably "A" Level. Small sets. Good facilities. A teacher willing to set up an "A" Level Economics Course would be welcomed. Applicants should state subsidiary subject and level offered. Scale 2 for suitable teacher. Possibility of accommodation to rent. Newly qualified teachers will be considered.
Forms and details from the Headmistress at the School, Spilsby Road, Boston, on receipt of stamped addressed envelope. Closing date 18 February, 1977.

NEWHAM
(London Borough of)
WOODSIDE SCHOOL
Woodside Road, London E13 8RX
(Roll 950, co-educational)
Head Teacher, Mr P. Jones.
Required Easter, 1977 —
TEACHER of MATHEMATICS. Scale 2 Post available for suitably qualified and experienced candidate.
Burnham Scales, plus London Allowance £402, plus Annual Allowance £312, plus Social Priority Allowance £201 or £276.
Application forms may be obtained from the undersigned and should be returned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

SOMERSET
WELLINGTON SCHOOL
H.M.C. Direct Grant. 680 Pupils
Required for September, 1977, GRADUATE ASSISTANT to teach MATHEMATICS throughout the School. Burnham Scale 2 post available.
Please apply by sending usual particulars to the Headmaster.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
RYHOPE SCHOOL
Stockton Road, Ryhope, Sunderland SR2 0LX, Tyne and Wear
(11 to 18 comprehensive school of 1,220 pupils)
Required for Easter or September, 1977, TEACHER of MATHEMATICS. Sixth form work and responsibilities within the department (Scale 2 post) available for a suitably experienced teacher. Applications also considered from keen, well-qualified applicants at the commencement of their career.
Application forms and further particulars may be obtained from the Headmaster and should be returned to him by February 16, 1977.
Removal expenses and temporary lodging allowance may be granted in appropriate circumstances.
[illegible] referees (stamped addressed envelope).

Scale 1 Posts

AVON COUNTY
THE CASTLE SCHOOL
Thornbury BS12 1HT
(1,250 mixed Comprehensive)
Required January 1977, a TEACHER of TECHNICAL SUBJECTS for the Creative Faculty, to be based in the Metal Workshop but with ability to teach with a variety of media, including plastics. Examination courses followed include Design Studies and Technology for C.S.E. and G.C.E.
Letter of application to Headmaster immediately with full details of qualifications, experience and names of two referees, enclosing stamped addressed envelope.

AVON COUNTY
THE CASTLE SCHOOL
Thornbury BS12 1HT
(1,250 mixed Comprehensive)
Required for April or September, 1977, TEACHER of MATHEMATICS (to Advanced Level preferably). Temporary appointment only for Summer Term for candidate unable to teach subject beyond "O" Level standard.
Letter of application to Headmaster immediately, with full details of qualifications, experience and names of two referees, enclosing stamped addressed envelope.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
SHARNBROOK UPPER SCHOOL AND COMMUNITY COLLEGE
Odell Road, Sharnbrook, Bedford
Required for September, 1977, a TEACHER (Scale 1) to take up a new post assisting in the teaching of MATHEMATICS. The school opened in September, 1975, and in 1977 will have 800 on roll out of a final 1,500, which will include a large Sixth Form. The site is in pleasant countryside and the intake contains a significant proportion of able pupils.
Full details and application forms can be obtained by sending a stamped addressed envelope marked Mathematics to the Headmaster, Sharnbrook Upper School, Odell Road, Sharnbrook, Bedfordshire, MK44 1JL.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
STOCKWOOD HIGH SCHOOL
Cutenhoe Road, Luton LU1 3NH
Head Teacher: Mr. T. Toman, B.A.
Required for April, TEACHER of MATHEMATICS up to C.S.E. "O" level for this 11-18 Mixed Comprehensive School. Scale 1.
Some assistance with accommodation may be possible.
Application form obtainable from the Head Teacher.

CAMBRIDGESHIRE
MARCH AREA
THE QUEEN'S SCHOOL FOR GIRLS (11-18)
Queen's Road, Wisbech,
Cambs PE13 2PA
Tel. Wisbech 3909
Group 10; Roll 924
Required for Easter, 1977:
A TEACHER of MATHEMATICS (Scale 1) capable of teaching the whole ability range including examination levels. The syllabus is mainly traditional.
Please apply by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Head Teacher, Miss L. M. Waller, at the above address by 25th February, 1977.

CROYDON
(London Borough of)
ASHBURTON HIGH SCHOOL
Shirley Road, Croydon CR9 7AL
Tel: 01-656 3222
Tenable: 19th April 1977
MATHEMATICS TEACHER required to work in a well-equipped department. S.M.P. is taught throughout the school which has its own computer terminal.
Salary: Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

DEVON
IVYBRIDGE SCHOOL AND COMMUNITY COLLEGE
Harford Road, Ivybridge, Devon
Required a TEACHER for MATHEMATICS with ability to teach to "O" level. Scale 1.
Application forms (stamped addressed envelope) from Headmaster, returnable to him within 14 days.

DONCASTER
EDUCATION COMMITTEE
BALBY HIGH SCHOOL
Oswin Avenue, Doncaster DN4 0NY
(Telephone: Doncaster 853137)
MATHEMATICS TEACHER required for Easter, 1977. A Scale 2 post is available for suitably experienced person.
Music desirable but not essential.
Closing date: February 16, 1977.
Application forms and further particulars are available from the Headmaster at the above school.

DONCASTER
EDUCATION COMMITTEE
HUNGERHILL SCHOOL
Hungerhill Lane, Edenthorpe, Doncaster DN3 2JY
(Telephone: Doncaster 880811)
(12 to 16 comprehensive, mixed)
Headmaster, T. Hughes, B.A.
Required for September, 1977, TEACHER of MATHEMATICS (Scale 1).
Hungerhill is a new school which opened in September, 1976, with an initial intake of 175 pupils, aged 12 plus. Applications from persons seeking a first appointment will be welcome.
Application forms and further details are available from the Headmaster, to whom application forms should be returned by Monday, February 21, 1977.

EAST SUSSEX
COUNTY COUNCIL
BRIGHTON AREA
VARNDEAN HIGH SCHOOL
Balfour Road, Brighton
(Girls 11-16 years: 12 plus to 14 plus all-ability, 15 plus grammar school)
Required September: Qualified ASSISTANT to share in teaching MATHEMATICS (Modern Syllabus) throughout School to O level. Scale 2 post for candidate with relevant experience.
Scheme of relocation grants in approved cases.
Applications to Headmistress, giving full details and two referees.

ESSEX
SGF. CHARLES LUCAS COMPREHENSIVE SCHOOL
(Roll 1,760)
Hawthorn Avenue, Colchester
(Tel. Colchester 70517)
Wanted for Easter or possibly March, 1977, well-qualified TEACHER of MATHEMATICS to take all levels of work.
Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.

HAMPSHIRE
FERNHILL COMPREHENSIVE SCHOOL
Neville Duke Road, Farnborough, Hampshire
(Comprehensive, Mixed 11 to 16. Number on Roll 900.)
Required for April 1977
MATHEMATICS (modern and traditional, Scale 1).
Details obtainable from Head (stamped addressed envelope please).

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
CHESHUNT SCHOOL
Windmill Lane, Cheshunt
(1045 mixed, 120 taking Advanced level)
MATHEMATICS TEACHER (temporary) required in April to include Computer Studies up to "O" level. London Allowance. Temporary Summer Term teacher considered. Ideas, enthusiasm and ability to work in team teaching situation sought. Upper Sixth Form selective test of School of varying abilities. Fifth Year taking Single Exam. Modern Mathematics. New Buildings include Mathematics Laboratory. One of twelve in country on computer-aided Mathematics teaching project linked with Raswell Ostwicks [illegible].
Please apply to Headmaster (no forms) with curriculum vitae, naming two referees, and stamped addressed envelope.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
THE WARD FREEMAN SCHOOL
Bowling Green Lane, Buntingford
GRADUATE required for September to teach MATHEMATICS to University Entrance level. Interest in academic excellence and a caring pastoral system a distinct advantage. Scale 1 post.
Apply immediately by letter to the Headmaster (no forms).

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN
CRANFORD COMMUNITY SCHOOL
High Street, Cranford, Hounslow TW5 9PD
Headmaster, Mr. J. E. Hawkes J.P., A.T.C.P., F.R.G.S.
Required for September, 1977 (or earlier if possible) —
ASSISTANT TEACHER of MATHEMATICS (Scale 1).
The successful candidate would become part of a strong Mathematics Department in the school which has established an enviable record in "A" level, "O" level, Mode 3 C.S.E., Computer Studies and Statistics.
The department is equipped with a widely used Mathematics Laboratory.
Cranford is a Group 12 mixed comprehensive School (roll 1,500) in new purpose-built accommodation with excellent and expanding facilities for community use including a Sports Hall, a Clinic, and, in the near future, Branch Library facilities.
London Allowance £267 payable.
If you are seeking your first appointment, please apply, so that the appropriate form may be sent.
Closing date 18th February, 1977.
The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or conversion expenses.
Letters of application in the first instance to the Head Teacher at the School, giving details of qualifications and names of two referees.

ISLE OF MAN
BOARD OF EDUCATION
CASTLE RUSHEN HIGH SCHOOL
(Co-educational: comprehensive; 11 to 18 years; 800 pupils)
Required for September 1977—TEACHER of MATHEMATICS (Scale 1), to assist with the work of the department to all levels.
Application forms and further details from the Headmaster, Castle Rushen High School, Castletown, Isle of Man, to whom completed forms should be returned by February 28, 1977.

ISLE OF MAN
BOARD OF EDUCATION
DOUGLAS HIGH SCHOOL
(Co-educational; comprehensive; 14 to 18 years; 900 pupils)
Required for September, 1977—Graduate TEACHER of MATHEMATICS (Scale 1) to share the work of the department at all levels.
Application forms and further details from the Headmaster, Douglas High School, St. Ninian's, Douglas, to whom completed forms should be returned by February 28, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
MAIDSTONE GRAMMAR SCHOOL FOR GIRLS
Buckland Road
An academic Upper School for Girls from 13-18 (800 girls; 270 in the Sixth Form).
Required September, 1977, ASSISTANT to teach MATHEMATICS throughout the school to G.C.E. "A" level standard. S.M.P. Mathematics course being used throughout. Ability to teach Physics to G.C.E. "O" level standard an advantage.
Applications to the Headmistress naming two referees.

ASHFORD DIVISION
ASHFORD NORTH SCHOOL FOR BOYS
(Roll 850)
Required April, 1977, experienced TEACHER of mainly traditional MATHEMATICS in the Lower School. This is a fully comprehensive unit of 400 boys of first and second year age range.
Applications by letter to the Headmaster at the school, Essella Road, Ashford, naming two referees.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
ARNOLD HILL COMPREHENSIVE SCHOOL
Gedling Road, Arnold, Nottingham NG5 6NZ
Headmaster: S. M. Snelson, M.A., B.Sc.
Mixed: 1,680 (11-18).
For Easter, or as soon as possible, TEACHER of MATHEMATICS to "O" level and C.S.E. level. Strong, well-established faculty.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

REDBRIDGE
(London Borough of)
CHADWELL HIGH SCHOOL
Eastern Avenue, Chadwell Heath, Ilford IG6 1QW
Tel: 01-554 4115
Head: Mr. P. E. A. Birchmall, B.A.
Suitably qualified TEACHER of MATHEMATICS (Scale 1) required for Easter, or earlier if possible, in this 11-18 mixed comprehensive school which has modern buildings and excellent facilities. S.M.P. provides the basic course content, although this is blended with traditional Maths teaching to provide a balanced course. There are also courses in "A" level Maths and Computer Science. Outer London Allowance is payable.
HAINAULT HIGH SCHOOL
Harbourer Road, Hainault, Ilford
Tel: 01-500 1266. Head: Mr J. L. Woodlaw, M.Ed., Dip. M.
Suitably qualified TEACHER of MATHEMATICS (Scale 1) required from Easter 1977 to teach classes from the first to the fifth year. Hainault High School is a newly reorganised 11-18 mixed comprehensive school. A willingness to help with school clubs and societies would be an asset. Outer London Allowance is payable.
Further particulars available from the Headmaster at the school concerned to whom applications by letter should be sent as soon as possible giving age, education, qualifications, teaching experience and the names of two referees.

SHEFFIELD
EDUCATION
BROOK SCHOOL
Richmond Road, Sheffield S13 8PE
12 to 18 Comprehensive
Required for Easter, 1977, a TEACHER of MATHEMATICS for this Group 10, 12 to 18 comprehensive School, Scale 1, to teach across the full ability range and up to Advanced level.
Application forms are obtainable from the Head Teacher to whom they should be returned as soon as possible.

STAFFORDSHIRE
EDUCATION COMMITTEE
NETHERSTOWE COMPREHENSIVE SCHOOL
St. Chad's Road, Lichfield
Roll: 1,125
Required for April-September, 1977, ASSISTANT TEACHER of MATHEMATICS, Scale 1, in this purpose-built mixed comprehensive school. The S.M.P. course is followed throughout, ultimately to "A", "O" and C.S.E. levels, within compact suite of rooms.
Further details and forms of application are obtainable from and returnable to the Head Teacher at the school (stamped addressed envelope).

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for Easter, 1977 —
HIGHAMS PARK SENIOR HIGH SCHOOL
Handsworth Avenue, London E4 9PJ
Head Teacher, Mr. S. E. C. Woods M.A., B.Sc., J.P.
MATHEMATICS TEACHER is required for this mixed Comprehensive Senior High School (670 on roll, 14 to 19 years). S.M.P. taught throughout. Sixth-form teaching possible in Pure and Applied Mathematics and Statistics.
Closing date 18th February, 1977.
Application forms obtainable from the Head Teacher on receipt of stamped addressed envelope.

WILTSHIRE
SALISBURY
ST. EDMUND'S GIRLS' C.E. CONTROLLED SECONDARY MODERN SCHOOL
Laverstock
No. on roll: 600
TEACHER of MATHEMATICS. Scale 1 post.
An able and enthusiastic TEACHER of MATHEMATICS is required to join a strong department. The S.M.P. infilled series is taught throughout the School. A willingness to take over a C.S.E. Technical Drawing option will be an advantage.
Application forms, on receipt of a stamped addressed envelope, can be obtained from the Headmistress, Mrs. R. C. Hutton, at the school.

WORCESTER
WORCESTER COLLEGE FOR THE BLIND
Whittington Road, Worcester WR5 2JU
A TEACHER of MATHEMATICS, with another subject preferably scientific, is required for September 1977 at this residential Grammar School for Blind Boys, administered by the Royal National Institute for the Blind.
Burnham Scale (Special School) Salary and extraneous duties allowance. Scale post 1 or 2 according to qualifications and experience. Previous experience with the blind is valuable but not essential. This is a suitable post for a young teacher, preferably a single man, as a resident is needed within the main school. Accommodation is provided.
Apply to the Headmaster, giving the names and addresses of two referees.

Modern Languages

Heads of Department

AVON COUNTY
HANHAM NEW COMPREHENSIVE SCHOOL
(First six-form entry September, 1977, rising to eight-form entry by stages)
Required in September, 1977, for this new purpose-built comprehensive school, a HEAD of LANGUAGES, Scale 4.
Further details (send stamped addressed envelope) from the Headmaster, c/o Education Office, High Street, Kingswood, Bristol BS15 4AR.

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.
LANGLEY PARK SCHOOL FOR GIRLS
Hawksbrook Lane, South Eden Park Road, Beckenham, Kent.
Required for the Summer Term, 1977, a GRADUATE to be in CHARGE of the SPANISH DEPARTMENT to teach SPANISH to C.S.E., "O" and "A" level and with the ability to teach French at least to "O" level (Scale 3 post for suitably experienced and qualified candidate). London Allowance of £297.
Spanish is one of the three second foreign languages taught, and there are classes from the second form up to "O" and "A" level as well as "ab initio" accelerated courses. The Nuffield Spanish Course has been introduced.
Langley Park School for Girls was, until September, 1976, a four-form entry selective school for about 760 girls (160 in the Sixth Form), and has just taken its first six-form entry all-ability intake. It now numbers 840, and will gradually develop into a Comprehensive school for about 1,080 girls.
Extensive building works and adaptation have been undertaken, including a Language Laboratory and associated Language classroom. At Sixth form level some courses are run jointly with the neighbouring Boys' school. The school is pleasantly situated in parkland, conveniently near transport to Central London.
Letters of application, giving details of qualifications and experience, and names of two referees, should be sent to the Headmistress at the school. Candidates who wish their application to be acknowledged should enclose a stamped addressed envelope. Those who wish to be notified when an appointment has been made should enclose a second stamped addressed envelope.

CROYDON
(London Borough of)
SELSDON HIGH SCHOOL FOR BOYS
The Crescent, Croydon CR0 8XN
Telephone 01-680 0431
Tenable 1st September, 1977
Required for September 1977 an experienced TEACHER to act as HEAD of MODERN LANGUAGES in this boys' 11 to 18 Comprehensive School where French and German are taught to C.S.E., "O" and "A" level and for C.S.E. by a team of four teachers in a language suite of rooms centred on a language laboratory.
Salary: Burnham Scale 4 with London Area allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

DURHAM
COUNTY COUNCIL
STANLEY COMPREHENSIVE SCHOOL
Roll: 1300
HEAD of FOREIGN LANGUAGES FACULTY. Salary Scale 4. Well qualified and experienced teacher required for September 1977.
Further details from Head Teacher (Tel. Stanley 32506).
Stamped addressed envelope for application form to Area Administrative Officer, Area Education Office, Durham Road, Blackhill, Consett.
Closing date for receipt of applications 21st February, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER—[illegible] SECONDARY SCHOOL
(Co-educational, 1,100 pupils)
Well qualified and experienced TEACHER required in April to develop the MODERN LANGUAGES DEPARTMENT of this school. The School will become an Upper Comprehensive in September, 1977, and an enthusiastic teacher is required to introduce "A" level French and a second language. Excellent facilities about to be built. This is a Scale 5 post.
Letter of application with the names of two referees should be forwarded to the Headmaster.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS DIVISION
ANGLEY HIGH SCHOOL
Cranbrook
(Roll: 1,100 Mixed)
HEAD of FRENCH (Scale 3)
Required for September, an experienced TEACHER of FRENCH who has had some responsibility within their department. The person appointed will organise French teaching in the comprehensive first two years of the school and develop the subject to "O" level and C.S.E. The school at present follows the Longman's Audio-Visual course. There is a language laboratory and an Assistant, as well as other teachers of the language within the department. An exchange link is established in the school with a school in France.
Applications by letter to the Headmaster, giving names and addresses of two referees, by February 22nd.

KINGSTON upon Thames
(Royal Borough of)
TIFFIN GIRLS' SCHOOL
(Grammar)
Richmond Road, Kingston upon Thames
(Roll: Girls)
MODERN LANGUAGES. HEAD of DEPARTMENT required in September, 1977, to organise the teaching of French throughout the school, German from the Second year, Spanish and Russian in the Sixth form.
All pupils offer French at Ordinary level and there are large groups regularly taking it for Advanced level and University entrance. Applications are invited from graduates, preferably with experience of teaching two of the languages.
Scale 4 post with London Allowance of £267.
Apply as soon as possible by letter to the Headmistress giving details of qualifications and experience, indicating which languages are offered. Copies of two recent testimonials should be enclosed and names and addresses of two referees.

LONDON, N.W.5
WILLIAM ELLIS SCHOOL
Highgate Road, London NW5 1RN
(Voluntary Aided. 900 Boys. 200 in Sixth Form)
The Governors invite applications from suitably qualified candidates for the HEAD of MODERN LANGUAGES Department (Scale 4) from September, 1977.
The school is at present a selective Grammar School, offering courses in French, German and Spanish to Ordinary and Advanced level. Proposals for reorganization will end selection at the school in September, 1978. Further information available from the school.
Applications, with curriculum vitae and names of two referees should be sent to the Headmaster not later than Thursday, 24th February. (No form is required).

LONDON, W6
LATYMER UPPER SCHOOL
Hammersmith, W6 9LR
(H.M.C., Direct Grant, going Independent, 1,100 boys)
Wanted for September, HEAD of the MODERN LANGUAGES DEPARTMENT.
French is the main foreign language but German, Spanish and Russian are also taught.
Salary London Burnham, Scale 4.
Apply to the Headmaster with full particulars and names of two referees.

NORTH TYNESIDE
(Metropolitan Borough of)
EDUCATION COMMITTEE
WHITLEY BAY HIGH SCHOOL
Deneholme, Whitley Bay, Tyne and Wear NE25 9AS
Headmaster: Mr. J. E. H. Dwyer, J.P., M.A.
Required for September 1st, 1977: Scale 4, HEAD of MODERN LANGUAGES in this coeducational High School of 1,180 pupils, with a sixth form of 320.
Application forms and further details are available on receipt of a stamped addressed envelope from the Headmaster to whom they should be returned within two weeks of the appearance of this advertisement.

SHROPSHIRE
EDUCATION COMMITTEE
Secondary teaching vacancy for September, 1977
Scale 4
PRIORY SCHOOL FOR GIRLS
Longden Road, Shrewsbury, Salop
A well qualified, experienced TEACHER of FRENCH required to take charge of Department of 5 staff teaching to C.S.E., "O" and "A" levels.
Apply by letter, giving full details and names and addresses of two referees, to the Headmistress, Mrs. S. M. Holmes, as soon as possible.

Other Posts on Scale 2 and above

CORNWALL
EDUCATION COMMITTEE
THE [illegible] SCHOOL
Truro, Truro
(Comprehensive, 11 to 18)
Headmaster: Mr. P. A. Bailey, B.A., F.R.S.A.
Required for September, 1977, TEACHER of MODERN LANGUAGES (German/French). Scale 2.
Applications are invited from well qualified and experienced teachers to join the staff of this small but expanding rural comprehensive (11 to 18) school which will eventually have upwards of 550 pupils on roll.
The successful candidate will be sympathetic to the aims of comprehensive education and will be expected to work closely with specialist colleagues. Initially it is probable that teaching time will be divided between German and French but later it is possible that the appointed teacher will be able to choose to teach only one language to C.S.E., "O" level or C.S.E. level.
A Scale 2 allowance may be available for a suitably qualified and experienced teacher for whom this appointment is possible.
There is a scheme for removal expenses.
Further details and application forms may be obtained from the Headmaster on receipt of a self-addressed, stamped foolscap envelope.
K. [illegible], Secretary for Education, Education Department, County Hall, Truro, Cornwall.

DERBYSHIRE
EDUCATION COMMITTEE
ST. THOMAS MORE R.C. SCHOOL
Upper Moor Road, Derby DE2 8[illegible]
(C of E, Derby, Derbyshire)
(Group 10, 11 to 18 years)
MODERN LANGUAGES. Date 1977
A qualified GRADUATE in FRENCH with GERMAN, to assist as second in this major department. Scale 2 possibility of 3. Candidates R.C. preferred, must be in full sympathy with the ethos of a Christian school. Positive young teachers of limited experience are welcome to apply.
Full details and application form from the Headmaster (stamped addressed envelope, please). Closing date February 16, 1977.

DORSET
CORFE HILLS UPPER SCHOOL
Corfe Mullen, Wimborne
(Group 10)
(Co-educational)
Required September, 1977: TEACHER of FRENCH, Scale 2, to assist in the development of the department. This Comprehensive School opened in September 1976, with 125 13-plus pupils and will expand to 420 pupils this September in the new purpose-built premises. The age range will then be 13 to 14.
Assistance with removal and legal expenses.
Application forms and further details may be obtained from the Headmaster on receipt of stamped addressed envelope, Corfe Hills School, King Street, Wimborne, Dorset, BH21 3ED.

DURHAM
COUNTY COUNCIL
CONSETT BLACKFYNE COMPREHENSIVE SCHOOL
1,800 on roll
1,600 in Sixth Form
FRENCH. Salary Scale 2. Qualified ASSISTANT required for April or September 1977. G.C.E. "A" level work available for suitable applicant. Ability to offer German an advantage.
Further details from Head Teacher (Tel. Consett 503435).
Stamped addressed envelope for application form to Area Administrative Officer, Area Education Office, Durham Road, Blackhill, Consett.
Closing date for receipt of applications 21st February, 1977.

HAMPSHIRE
FERNHILL COMPREHENSIVE SCHOOL
Neville Duke Road, Farnborough, Hampshire
(Comprehensive; mixed; 11 to 16; number on roll 900)
Required for April 1977 FRENCH, Scale 2, examination work to C.S.E. and "O" level.
Details obtainable from Head (stamped addressed envelope please).

HAMPSHIRE
SOUTH-EAST AREA
WARBLINGTON SCHOOL
Wakefords Way, Havant PO9 5JL
(Comprehensive, mixed, 11 to 16; 1,600 on roll)
Required for April-September, 1977, SECOND in the MODERN LANGUAGES department.
Scale 2 post.
Stamped addressed envelope to the Head for details. Closing date for applications February 18, 1977.

HILLINGDON
(London Borough of)
EVELYNS SCHOOL
Appleton Avenue, Yiewsley, West Drayton
(1,110 on roll; 62 in Sixth Form)
Headmaster: K. L. R. Hitant, B.Sc.
Required as soon as possible TEACHER of FRENCH to teach the subject throughout the school and to share in the work of the department.
Scale 2 post available for suitably experienced and qualified candidate but those still seeking their first appointment are welcome to apply.
Apply by letter to the Head Teacher at the school giving the names of two referees and enclosing a stamped addressed envelope.
London Allowance payable.
75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

NEWHAM
(London Borough of)
LITTLE ILFORD SCHOOL
Browning Road, London E12 6ET
Roll, 1,512 co-educational
Head Teacher, Mr R. G. H. Andrews, B.A., M.Ed.
Required September 1977 — SECOND in MODERN LANGUAGES DEPARTMENT. Teacher offering French and Spanish preferred, Scale 2.
Burnham Scales plus London Allowance £402 plus Annual Supplement £312 plus Social Priority Allowance £201 or £276.
Details of the post and application forms may be obtained from the Head Teacher (tel. 01-478 8024) and should be returned to the undersigned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BH.

SECONDARY
Modern Languages
continued

SURREY
EPSOM COLLEGE
Required for September 1977: a GRADUATE to teach MODERN LANGUAGES throughout the school up to "A" level. French essential, German also desirable. Large Sixth Form. Experience desirable but not essential. Good games an advantage.
Accommodation available for single and possibly for married person.
Further particulars from Headmaster, Epsom College, Surrey.

Scale 1 Posts

AVON COUNTY
WELLSWAY SCHOOL
Keynsham, Bristol BS18 1PH
Wellsway School is an 11-18 mixed comprehensive school of 1,100 pupils, 135 of whom are in the Sixth Form. The school lies in a pleasant and prosperous area 6 miles from Bristol and 7 miles from Bath, on a large site on the edge of the green belt, and close to delightful countryside.
Required for September 1977, a well qualified TEACHER of FRENCH (Scale 1) able to teach the subject up to and including "A" level. An ability to offer German or Spanish would be advantageous. The school has two language laboratories and the department is well equipped. Applications are invited from newcomers to the profession.
Please apply immediately by letter to the Headteacher at the school, giving full details of age, qualifications, experience, interests and the names of two referees.

BEXLEY
(London Borough of)
ERITH SCHOOL
Roll 1,984
Required to take up appointment at the commencement of Summer Term, GERMAN TEACHER, Scale 1 post, to assist in teaching the subject up to "O" level standard. The language is established together with French and Spanish throughout the school and pupils are prepared for examinations up to "A" and "S" level standard.
Further details may be obtained from the school—Erith 32071 or 39907.
Application forms obtainable from and returnable to the Chief Education Officer for School, Civic Offices, Town Hall, Crayford, Kent.

BIRMINGHAM
KING EDWARD'S GRAMMAR SCHOOL FOR GIRLS
Vesey Hill Road, Birmingham 24
(Voluntary Aided, 700 girls)
Required for April or September, 1977, FRENCH GRADUATE to assist with the teaching of the subject throughout the school up to and including "A" level. Experience of the 3 M.R. [illegible] syllabus would be an advantage, although not essential.
Apply by letter to the Headmistress, enclosing copies of testimonials and names of referees.

BROMLEY
(London Borough of)
Subject to certain conditions removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.
LANGLEY PARK SCHOOL FOR GIRLS
Hawksbrook Lane
South Eden Park Road
Beckenham, Kent
Required for about mid-March and for the Summer Term only, a GRADUATE to teach GERMAN throughout the school. German is one of the three second foreign languages taught, and there are classes from the second form up to "O" level and "A" level, from second year upwards the latter is selective.
Letters of application, giving details of qualifications and experience, and names of two referees, should be sent to the Headmistress at the school. Candidates who wish their application to be acknowledged should enclose a stamped addressed envelope; those who wish to be notified when an appointment has been made should enclose a second stamped addressed envelope.

CHESHIRE
LORETO CONVENT GRAMMAR SCHOOL
Altrincham
SPANISH
(Scale 1)
Required for September, 1977: GRADUATE to assist in the teaching of SPANISH throughout the school to Advanced level. The ability to assist in the teaching of French would be an advantage.
Applications to the Headmistress with the names of three referees.

CHESHIRE
LORETO CONVENT GRAMMAR SCHOOL
Altrincham
FRENCH (Scale 1)
Required for September, 1977, GRADUATE to assist in the teaching of FRENCH throughout the school. One year temporary post.
Applications to the Headmistress with the names of three referees.

CROYDON
(London Borough of)
TAVISTOCK HIGH SCHOOL
Tavistock Grove, Croydon CR0 2BH
Telephone: 01-689 1041
Tenable: immediately
FRENCH with GERMAN to be SECOND in DEPARTMENT. Experience with to-lo-date courses an advantage.
Salary: Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

DEVON
TIVERTON SCHOOL
(Roll 1,465)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for FRENCH with GERMAN or SPANISH. At least one language to be offered to "A" level. The school offers French, Germany exchanges with successful candidate will be expected to support them and share in the general life of the school. 11 to 18 Comprehensive School from September, 1977.
Scale 1 post.
The successful applicant will be expected to take up the appointment in September, 1977.
Application forms and further information (stamped addressed envelope please) from Headmaster, Tiverton Grammar School, Barrington Street, Tiverton, returnable by February 16, 1977.

DONCASTER
EDUCATION COMMITTEE
HUNGERHILL SCHOOL
Hungerhill Lane, Edenthorpe
Doncaster DN3 2JY
Telephone, Doncaster 880811
(12 to 16 Comprehensive Mixed)
Headmaster, T. Hughes, B.A.
Required for September 1977, TEACHER for GERMAN and FRENCH (Scale 1).
Hungerhill is a new school which opened in September, 1976, with an initial intake of 175 pupils aged 12 plus. Applications from persons seeking a first appointment will be welcome.
Application forms and further details are available from the Headmaster, to whom application forms should be returned by Monday, February 21, 1977.

DONCASTER
EDUCATION COMMITTEE
THORNE GRAMMAR SCHOOL
St. Nicholas Road, Thorne
Doncaster DN8 5BJ
Telephone Thorne 812179
(1,175 on roll)
Required for September 1977 in this 13 to 18 co-educational comprehensive School suitably qualified and experienced TEACHER to take charge of GERMAN within the Languages Department. Scale 2 or 3 post available for suitable applicant.
Apply by letter giving brief details of curriculum vitae and the names of two referees to the Headmaster from whom further details concerning the school and the posts are available on request.
Closing date: 28th February 1977.

EAST SUSSEX
COUNTY COUNCIL
THE DOWN SCHOOL
Bexhill-on-Sea
(1,246 on roll)
Headmaster: C. S. Evans, B.Sc.
Required for September, 1977, ASSISTANT (Scale 1) for FRENCH. Ability to offer German or Spanish an advantage.
Reorganisation as an 11 to 16 comprehensive school feeding a Sixth Form College is planned for September, 1977.
Application forms are available from the Headmaster at the school. (Please send stamped, addressed envelope.)
J. H. Morris, Area Education Officer.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
AMBROSE FLEMING SCHOOL
(Mixed Comprehensive)
The Ride, Enfield EN3 7PB
(Staff 1,200)
Telephone 01-804 1593
Required from September, 1977 an enthusiastic TEACHER of GERMAN and EUROPEAN STUDIES. The successful applicant will be involved with the further development of European Studies. German is the first language and French is introduced in the fourth year. German and French are offered at "O" level and "A" level, and European Studies at C.S.E.
Consideration given in the following: 100 per cent removal expenses (£300 maximum), generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance for up to four months in certain cases.
Application forms (stamped addressed envelope) obtainable from the Headmaster to whom they should be returned as soon as possible.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
ENFIELD [illegible] CHURCH OF ENGLAND HIGH SCHOOL
Brick Lane, Enfield EN1 3PU
(Voluntary Aided, Group 10, 1,060 boys and girls, 11 to 18 years)
There is a vacancy for a TEACHER to take FRENCH and GERMAN throughout the school. Initially the teaching in both subjects would be to C.S.E. and "O" level, but some Advanced level French could be made available for a suitably qualified and experienced candidate. A willingness to take small groups of slow learners for basic English and to help in other school activities would be an advantage.
Further information about the work and school may be obtained from the Headmaster.
Consideration given to the following: 100 per cent removal expenses (£300 maximum), generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance for up to four months in certain cases.

ESSEX
CLACTON COUNTY HIGH SCHOOL
(Roll 1,400)
Walton Road, Clacton-on-Sea
Telephone Clacton 24249
Required for April or September a TEACHER of FRENCH to "O" level at least. Temporary appointment for Summer Term considered.
Closing date February 14, 1977.

HELENA ROMANES SCHOOL
(Roll 1,250)
Parsonage Downs, Dunmow
(Roll 29)
Tel. Great Dunmow 2560/3161-2982
FRENCH
Required September, 1977, GRADUATE teaching FRENCH to "A" level, and, for one year, Spanish at "O" level. Languages suite. Rural mixed comprehensive midway London—Cambridge.
Application forms and further particulars may be obtained from the Head of the School concerned to whom completed application forms should be returned.

HAMPSHIRE
SOUTH-EAST AREA
WARBLINGTON SCHOOL
Wakefords Way, Havant PO9 5JL
(Comprehensive, mixed, 11 to 18, 1,600 on roll)
Required for April-September, 1977 —
MODERN LANGUAGES Scale 1.
Stamped addressed envelope to Head for details.
Closing date for applications: February 18, 1977.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
THE [illegible] SCHOOL
Hobbsbury Way, Stevenage
(Group 10)
MASTER or MISTRESS required for Easter or as soon as possible to teach FRENCH throughout the school. Courses exist to C.S.E. and G.C.E. "O" and "A" level. Please state second language if any.
Please apply to the Headmaster, as soon as possible, enclosing curriculum vitae and the names of two referees.
Further details on request. Removal expenses may be paid.

HERTFORDSHIRE
ST. GEORGE'S SCHOOL
Harpenden
(Voluntary Aided, Coeducational Group X)
MODERN LANGUAGES TEACHER required September to teach French and German. "A" level work available for suitable applicant. Interest in European Studies will be a recommendation.
Apply Headmaster with details of experience and names of referees.

HILLINGDON
(London Borough of)
EVELYNS SCHOOL
Appleton Avenue, Yiewsley, West Drayton
(No. on roll: 1,110—62 in Sixth Form)
Headmaster: K. L. R. Hitant, Esq., B.Sc.
Required as soon as possible: TEACHER of FRENCH to teach the subject throughout the school and to share in the work of the department.
Scale 2 post available for suitably experienced and qualified candidate but those still seeking their first appointment are welcome to apply.
Apply by letter to the Head Teacher at the school giving the names of two referees and enclosing a stamped addressed envelope.
London Allowance Payable.
75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

ISLE OF MAN
BOARD OF EDUCATION
CASTLE RUSHEN HIGH SCHOOL
(Coeducational Comprehensive 11 to 18 years, 800 pupils)
Required for September, 1977: TEACHER of FRENCH (Scale 1), to teach to "O" level initially. Ability to offer another Arts subject an advantage.
Application forms and further details from the Headmaster, Castle Rushen High School, Castletown, Isle of Man, to whom completed forms should be returned by February 28th, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE HOWARD SCHOOL
(Gillingham)
(A new Grammar-Modern School of 1,400 boys aged 11 to 18, with 200 in the Sixth)
Required in September, GRADUATE to teach FRENCH throughout the School, including "A" level work.
Applications welcomed from newly-qualified teachers. Excellent facilities.
Application forms and details from the Headmaster.

KENT
CRANBROOK SCHOOL, ASSISTANT
Required for September, ASSISTANT FRENCH TEACHER in this Voluntary Aided, co-educational Upper School (13 to 18), half boarding, half day, 600 pupils. Full share of teaching at all levels, including Advanced Level. Ability to teach Latin (Cambridge Classics Project) in the middle school important.
Salary scale (Burnham) according to qualifications and experience. Normal help by K.E.C. with removal expenses and low start mortgage scheme. School accommodation available for single teachers.
Apply Headmaster with names of two referees.

LEEDS
ST. MICHAEL'S COLLEGE
St. John's Road, Leeds LS3 1LY
Required for September, HONOURS GRADUATE to teach FRENCH in this R.C. Boys' Grammar School. The Department has Audio-Visual and French Studies courses, special 1st room and resources centre.
Apply in writing to the Headmaster at the above address, giving details of qualifications, experience and naming two referees. Closing date, 14th February.

LEICESTERSHIRE
LOUGHBOROUGH LIMEHURST HIGH SCHOOL
Bridge Street, Loughborough LE11 1NH
In the Leicestershire Plan for the Organisation of Secondary Education
High, 11 to 14
(Roll 800)
Scale 1. Languages
Required April, TEACHER for FRENCH and GERMAN.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (Stamped addressed envelope.)

LINCOLNSHIRE
ASSISTANT TEACHER
THE HIGH SCHOOL
(Gainsborough)
Burnham Scale 1, £2,568 to £3,086
(Number on roll, 403)
Required for April if possible, for this two-form entry girls' selective grammar school, ASSISTANT TEACHER to teach FRENCH throughout the school up to and including "O" level and C.S.E. Some sixth form work would be available for a suitable candidate.
Application forms available on receipt of stamped addressed envelope from the Headmistress at the school, Morton Terrace, Gainsborough, Lincs. Closing date: February 18, 1977.

LONDON, N.W.1
I.T.S. COMPREHENSIVE SCHOOL
(75 Camden Road, London, N.W.1)
Headmaster: Mr. L. Goloff, B.Sc., F.I.M.A.
MODERN LANGUAGES DEPARTMENT
TEACHER for FRENCH required for September, 1977, at this eight form mixed voluntary aided school.
Applications to Mr. Nathan Rubin, F.C.I.S., Hon. Correspondent, I.T.S. Comprehensive School, 175 Camden Road (Corner of Torriano Avenue), London, N.W.1.

LONDON, W6
LATYMER UPPER SCHOOL
Hammersmith, W6 9LR
(HMC, Direct Grant, going independent, 1,100 boys)
Wanted for September, a GRADUATE to teach FRENCH at all levels. Willingness to help with games (cricket, rowing, soccer, swimming, rugby) would be a recommendation.
There is a possibility of bachelor accommodation being available during the term-time.
Salary: London Burnham on scale appropriate to qualifications and experience.
Apply to the Headmaster with full particulars and names of two referees.

LOUGHBOROUGH
LOUGHBOROUGH HIGH SCHOOL
Direct-Grant Grammar School
(600 girls in Upper School)
Required for September, 1977, GRADUATE to teach FRENCH throughout the school up to Advanced Level standard.
Apply with full curriculum vitae and particulars of two referees to the Headmistress, Loughborough High School, Burton Walks, Loughborough.

NEWHAM
(London Borough of)
CASTLE SCHOOL
Tollis Road, London E16 4NP
Roll, 1,250 co-educational
Head Teacher, Mr. D. J. Taaffe
Required from 14th February, 1977, for 14 or 16 weeks—Temporary TEACHER, Scale 1, to assist with GERMAN in the Lower School. Some French or General Subjects an asset but not essential.
Burnham Scales plus London Allowance £402 plus Annual Supplement £312 plus Social Priority Allowance £201 or £276.
Details of the post and application forms may be obtained from the Head Teacher (tel. 01-511 0) and should be returned to the above address as soon as possible.

NEWHAM
(London Borough of)
LITTLE ILFORD SCHOOL
Browning Road, London E12 6ET
Roll, 1,512 co-educational
Head Teacher, Mr R. G. H. Andrews, B.A., M.Ed.
Required April, 1977 —
Temporary TEACHER of FRENCH for Summer term only. Scale 1.
Burnham Scales plus London Allowance £402 plus Annual Supplement £312 plus Social Priority Allowance £201 or £276.
Details of the post and application forms may be obtained from the Head Teacher (tel. 01-478 8024) and should be returned to the above address as soon as possible.

NORTH YORKSHIRE
(County of)
RICHMOND SCHOOL
(Comprehensive, coeducational; 1,385 pupils; sixth form 170)
Required from September, 1977:—TEACHER of LANGUAGES for FRENCH (up to "A" level) preferably with German to "O" level. Scale 1 post. A large department offering an interesting range of courses.
Applications, with curriculum vitae and the names of two referees should be sent as soon as possible to the Headmaster, Richmond School, Darlington Road, Richmond, North Yorkshire.

SHROPSHIRE
EDUCATION COMMITTEE
IDSALL 11 TO 18 COMPREHENSIVE SCHOOL
Hopple Green Lane, Shifnal, Shropshire
Full-time TEACHER of FRENCH, vigorous developing school, new language laboratory, examination work opportunities.
Further details from Head (stamped addressed envelope).

STAFFORDSHIRE
EDUCATION COMMITTEE
WALTON HIGH SCHOOL
The Rise, Walton on the Hill, Stafford
(Roll 1,565)
FRENCH TEACHER, Scale 1, required. The language department is very well equipped and the courses, which are audio-visual, established. The School serves a pleasant suburban area.
The post is available from Easter or September.
Application forms, available from the Head Teacher, should be returned to him as soon as possible.

STAFFORDSHIRE
EDUCATION COMMITTEE
BLAKE COMPREHENSIVE SCHOOL
Marston Road, Hednesford
(Roll 1,411)
A fully qualified TEACHER of FRENCH and GERMAN (Scale 1) required from September, 1977, other subject interests will be an advantage.
Application forms and further information may be obtained from the Headmaster (stamped addressed envelope).

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for April, 1977:
WILLIAM FITT HIGH SCHOOL
Leyton Road, London E17 4NR
Headmaster: Mr. B. A. Reaves, M.Sc.
FRENCH TEACHER is required to join a well established Department in this mixed comprehensive High School (900 on roll, 11 to 14 years).
Closing date: 16th February, 1977.
Application forms obtainable on receipt of a stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.

WEST SUSSEX
COUNTY COUNCIL
MID-SUSSEX AREA
STANBRIDGE HOUSE SCHOOL
Worthing Road, Horsham RH12 1SR
Required September —
TEACHER of FRENCH throughout the school to "O" level. Possibility of Scale 2 for suitable applicant. The school is in transition from Girls' High School to 11 to 16 coeducational comprehensive. In September the comprehensive intake will have reached the second year.
Form and details from Headmistress on receipt of stamped addressed envelope.

WILTSHIRE
COUNTY COUNCIL
RIDGEWAY SCHOOL
Wroughton
Headmaster: A. J. Jubb, M.A.
Required for the Summer Term beginning Monday, April 18, 1977, or as soon after as possible in this co-educational comprehensive school of 1,180 pupils aged 11 to 18: a TEACHER of FRENCH (Scale 1). The Modern Languages Department occupies a suite of rooms which includes a 32-position audio-active language laboratory and two other rooms which are equipped for audio-visual teaching. French and German are taught to Advanced level.
Assistance with removal expenses and temporary lodging allowances will be available to successful applicants in approved cases.
Apply immediately by letter giving full curriculum vitae and the names and addresses of two referees to the Headmaster, Ridgeway School, Inverary Road, Wroughton, Swindon, Wilts. Telephone Wroughton 812624. It is planned to hold interviews on Wednesday, February 23, 1977.

Music

Heads of Department

BIRMINGHAM 32
KING EDWARD'S FIVE WAYS SCHOOL FOR BOYS
Scotland Lane, Bartley Green
(Voluntary aided boys' grammar 600 boys, 160 in Sixth Form)
Attractively situated near south-west city boundary
Required for Easter or September, 1977, DIRECTOR of MUSIC. Scale 3 available for suitably qualified and experienced candidate. Music taught throughout lower school and to examination groups ("O" and "A" levels) as an option. Department is a lively one with support of other teaching staff and peripatetic teachers. School choir and orchestra perform regularly.
Apply before 11th February to the Headmaster, including a detailed curriculum vitae and the names and addresses of referees. Please state any additional interests.

CLWYD
COUNTY COUNCIL
HOLYWELL HIGH SCHOOL
The Strand, Holywell
(11 to 18 Comprehensive
1,410 pupils)
Head, C. G. Richards, B.Sc.
Required for the Summer Term 1977, if possible, or September 1977 —
HEAD of MUSIC DEPARTMENT, Scale 3. An experienced and enthusiastic TEACHER is required to organise the subject and maintain the strongly established musical tradition of the school.
Applications should be made by letter to the Head as soon as possible, and in any case no later than February 14th, giving full details of qualifications and experience, and names and addresses of three referees.
John Howard Davies, Director of Education, Shire Hall, Mold.

DONCASTER
EDUCATION COMMITTEE
HUNGERHILL SCHOOL
Hungerhill Lane, Edenthorpe
Doncaster DN3 2JY
Telephone Doncaster 880811
(12 to 16 Comprehensive Mixed)
Headmaster, T. Hughes, B.A.
Required for September 1977: HEAD of MUSIC DEPARTMENT (Scale 3).
Applications are invited from suitably qualified and experienced TEACHERS for appointment to the above post in this new school which opened in September 1976, with an initial intake of 175 pupils aged 12-plus.
Application forms and further details are available from the Headmaster, to whom application forms should be returned by Monday, 21st February 1977.

EAST SUSSEX
COUNTY COUNCIL
THE DOWN SCHOOL
Bexhill-on-Sea
(1,246 on roll)
Headmaster: C. S. Evans, B.Sc.
Required for September, 1977, HEAD of MUSIC Department (Scale 3). The school has a purpose-built Music Centre and a well-established musical reputation.
Reorganisation as an 11 to 16 comprehensive school feeding a Sixth Form College is planned for September, 1977.
Application forms obtainable from the Headmaster at the school.
J. H. Morris, Area Education Officer.

HOUNSLOW
(London Borough)
HEAD of MUSIC DEPARTMENT (Scale 3) required September 1977 for this Voluntary Aided Girls' School (11 to 18 years). The first six-form comprehensive intake was admitted in September 1976. Estimated roll (September 1977) 920 ultimately rising to 1,100. The person appointed must be capable of organising a growing department and of supervising the work of visiting Teachers. There is a school orchestra and two choirs in existence. A new purpose-built and excellently equipped Music Suite was completed last year.
Apply: Headmistress, Gumley House Convent School, St. John's Road, Isleworth, Middlesex.

ISLE OF MAN
BOARD OF EDUCATION
BALLAKERMEEN JUNIOR HIGH SCHOOL
(Co-educational Comprehensive 11 to 14 years, 1,191 pupils)
Required for September, 1977:
HEAD of MUSIC (Scale 3) to be responsible for the organisation of the teaching of Music throughout the school. Experience of teaching to external examination level would be an additional advantage.
Application forms and further details from the Headmaster, Ballakermeen Junior High School, Douglas, to whom completed forms should be returned by 28th February, 1977.

LONDON, S.W.19
URSULINE CONVENT
18 The Downs, Wimbledon, London, SW20 8HR
Girls Comprehensive High School, 13-18, 880 on roll
Required May: HEAD of MUSIC (Scale 3) to organize Music throughout the school including "A", "O" and C.S.E. courses, classwork, orchestra and choir.
Please apply to the Headmistress with testimonials and stamped addressed envelope for acknowledgment, giving the names and addresses of two referees.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
TOP VALLEY COMPREHENSIVE SCHOOL
Top Valley Drive, Top Valley
Nottingham NG5 9AZ
Headmaster: S. R. Cooper, B.A., F.I.L.
Mixed: 1,325 (11-16)
For Easter or September, HEAD of MUSIC (Scale 3), responsible for teaching up to "O" level. Details of musical activities and excellent specialist facilities sent on request.
Applications (no forms) to the Headmaster, with names of two referees.
Closing date: 11th February, 1977.

SHROPSHIRE
EDUCATION COMMITTEE
THE UPPER SCHOOL
Stirchley
Stirchley District Centre,
Telford, Salop.
For April or September a HEAD of MUSIC to develop subject throughout this 13 to 18 comprehensive opened in 1975. Opportunities to co-operate with drama groups. Scale 2 or 3 according to experience.
Stamped addressed envelope to Headmaster.

Other Posts on Scale 2 and above

DURHAM
COUNTY COUNCIL
STANLEY COMPREHENSIVE SCHOOL
(1800 on Roll)
MUSIC—Salary Scale 3. Well qualified and experienced TEACHER required for September, 1977, to take charge of a developing department within the faculty of Humanities and Liberal Studies.
Further details from Head Teacher (Tel. Stanley 32506).
Stamped addressed envelope for application form, to Area Administrative Officer, Area Education Office, Durham Road, Blackhill, Consett.
Closing date for receipt of applications 21st February, 1977.

LEICESTERSHIRE
LOUGHBOROUGH LIMEHURST HIGH SCHOOL
Bridge Street, Loughborough LE11 1NH
In the Leicestershire Plan for the Organisation of Secondary Education, High 11 to 14. Roll 840.
Required April, TEACHER for MUSIC with interest in orchestra and choral work.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

NORTH YORKSHIRE
(County of)
PINDAR SCHOOL
Scarborough
(Comprehensive, mixed, 11 to 16, 1,080 on roll)
Required from Easter or September, 1977:—
TEACHER of MUSIC (Scale 2).
Applicants should have the qualifications and experience to be able to organise and develop music throughout the school including C.S.E., "O" level and C.S.E. courses and supervise and coordinate the work of peripatetic instrumental teachers. The department has well designed facilities for Music in this modern school situated to the south of Scarborough.
Application forms may be obtained from the Head, Pindar School, Eastfield, Scarborough, North Yorkshire, to whom they should be returned within 10 days of the appearance of this advertisement.

NORTHAMPTONSHIRE
NORTHAMPTONSHIRE MUSIC SCHOOL
John Clare Building, Kettering Road, Northampton
A vacancy exists in the County instrumental teaching team for a TEACHER/INSTRUCTOR of WOODWIND INSTRUMENTS. The work in schools will be mainly small group tuition but there may also be opportunities for individual teaching and conducting.
Graded post (Scale 2) could be available for suitably qualified and experienced candidate.
Travelling expenses are payable in connection with the work.
The appointment is for as soon as possible.
Application forms as soon as possible from County Education Officer (Ref. D/L), Northampton House, Northampton NN1 2HX (stamped addressed envelope).

SHROPSHIRE
EDUCATION COMMITTEE
Full-time TEACHER of WOODWIND (Scale 2)
Established post within a team of peripatetic teachers. Essential users' travel allowance. Loan available for car purchase.
Further particulars from: County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Salop.

STAFFORDSHIRE
EDUCATION COMMITTEE
FULL-TIME PERIPATETIC INSTRUMENT TEACHERS
(1) VIOLIN TEACHER for the Tamworth area.
(2) PERCUSSION TEACHER experienced in orchestral percussion techniques but who could also help with classroom percussion work in schools.
(3) WOODWIND TEACHER for the Newcastle area—preferably bassoon specialist.
Salary—Burnham Scale 2.
Experienced performers who are not qualified teachers, but who have suitable experience and background will also be considered. In this case, salary will be on the Authority's Scale (£2,526) to £4,000 according to experience.
The post of Music Centre Supervisor for the Cannock area, on Burnham Scale 3, will shortly be vacant. Suitably experienced and qualified applicants for the Scale 2 posts could be considered if they wish.
Performing forms an integral part of the teachers' timetable.
Application forms are obtainable from the Chief Education Officer (Music Department), Stafford Street, Stafford, where completed forms should be returned as soon as possible.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
RYHOPE SCHOOL
Stockton Road, Ryhope,
Sunderland, SR2 0LX
Tyne and Wear
(11-18 comprehensive school of 1,220 pupils)
Required for Easter or September, 1977:—TEACHER of MUSIC. Applications equally welcome from those with experience seeking a Scale 2 post or from keen and well qualified teachers at the commencement of their career.
Application forms and further particulars may be obtained from the Headmaster and should be returned to him by 16th February, 1977.
Removal expenses and temporary lodging allowance may be granted in appropriate circumstances.
L. A. Bloom, Chief Executive, Town Hall and Civic Centre, Sunderland, SR2 7DN.

Scale 1 Posts

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.
LANGLEY PARK SCHOOL FOR GIRLS
Hawksbrook Lane, South Eden Park Road, Beckenham, Kent.
Required for the autumn term, 1977, a TEACHER of MUSIC to teach the subject at least to G.C.E. "O" level. Candidates for the post should state other subjects offered: an ability to teach Mathematics would be an advantage. Applicants should be willing to take a full part in extra-curricular musical activities. (London allowance of £297.) Langley Park School for Girls was, until September, 1976, a four-form entry selective school for about 760 girls (160 in the sixth form), and has just taken its first six-form entry all-ability intake. It now numbers 840, and will gradually develop into a comprehensive school for about 1,080 girls.
Extensive building works and adaptations have been undertaken. At sixth form level some courses are run jointly with the neighbouring boys' school. The school is pleasantly situated in parkland, conveniently near transport to Central London.
Letters of application, giving details and qualifications and experience, plus names of two referees, should be sent to the Headmistress at the school. Candidates who wish their application to be acknowledged should enclose a stamped addressed envelope; those who wish to be notified when an appointment has been made should enclose a second stamped addressed envelope.

Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.
Inner London Area Payment (£402 per annum) in addition to the appropriate Burnham salary scale.
Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and fares for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Teachers coming from service with another Authority may, in approved cases, receive assistance with the legal costs of house purchase (up to £200) and a grant towards the cost of obligatory expenditure such as change of electric or gas services, fitted carpets or curtains etc subject to purchase of the house within six months of taking up an appointment. In addition, a separation allowance may be paid if a dependent family have to be left in the previous home while new accommodation is obtained in London. This allowance may be paid for a period not exceeding six months.
The Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters 'AT' are shown.
Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

SECONDARY SCHOOLS

Deputy Headships

PECKHAM MANOR SCHOOL
Peckham Road, Peckham, London, SE15 5LP
Tel 01-703 [illegible]
Roll: 1,100 boys, 11 to 18 years, Comprehensive Group 11
Headmaster Leonard Bull
Applications are invited for the post of Second Deputy, the vacancy being due to the promotion of the previous holder.
The school is looking forward to new and interesting developments and requires a person of initiative and enterprise, good at human relationships, understanding of social problems, aware of the difficulties which occur in deprived social environments, a good organizer and an experienced administrator, to work closely with the Head and First Deputy in the drive to improve the academic work of the school.
Duties will include the supervision of the work of the pastoral staff, duty teams, pupils' canteens and the organising of special functions. Other aspects will be the taking of special interest in the Remedial Department, to liaise with the Youth Centre, to help promote the work of the P.T.A. and to undertake the role of a P.R.O.

ART

Posts of Responsibility

NORWOOD SCHOOL
Crown Dale, SE19 3PD
Tel.: 01-670 [illegible]
Roll: 1,300 girls, 11 to 19 years, Comprehensive
Headmistress
Art (Scale 2). Required for Summer Term, teacher with experience and knowledge of Screen Printing and Photography
Apply Headmistress.

Scale 1 Post

WOODBERRY DOWN SCHOOL
Woodberry Grove, N4 2SH
Tel. 01-800 7414
Roll 1,500 boys and girls, 11 to 19 years. Comprehensive
Headmaster
Required February 21 1977 or as soon as possible after.
Part-time teachers of Art, able to handle Graphics but with strong bias towards, and willingness to develop work in Print-making, to join well-equipped, self-contained department catering to full range of age and ability.

BUSINESS STUDIES

Scale 1 Post

CENTRAL FOUNDATION GIRLS' SCHOOL
31 Bow Road, London, E.3.
Required as soon as possible (in this newly formed comprehensive school of 900 girls). A teacher of typing for four days a week (Monday to Thursday). (A.T.)
Please apply as soon as possible to the Head Mistress, giving full particulars and enclosing copies of testimonials, if possible.

CAREERS

Posts of Responsibility

BATTERSEA COUNTY SCHOOL
Culvert Road, London SW11 5AP
Tel: 01-622 [illegible]
Roll 1,300 boys and girls. Comprehensive
Headmaster
Required for April:
A teacher (Scale 3) to be responsible for Careers work in this school. The successful candidate will be expected to organise realistic careers education in the school, with an imaginative approach to this important subject. Liaison with outside bodies and sources of information, including the Careers Office, and with Heads of Houses in the school will be essential, as will the organisation of Careers Conventions. A good room is available.
Relevant experience will of course be taken into account.
Application forms from and returned to the Headmaster, stating teaching subject offered.

NORWOOD SCHOOL
Crown Dale SE19 3PD
Tel. 01-670 [illegible]
Roll, 1,300 girls, 11 to 19 years; Comprehensive
Headmistress
Careers Education (Scale 4). Required for September
Teacher to be in charge of careers education and advice.
Apply Headmistress.

ENGLISH

Scale 1 Post

TOWER HAMLETS SCHOOL
Richard Street, Commercial Road E1 2JP
A school for 1,000 pupils, purpose built and standing in its own grounds. Required for Summer Term 1977, a teacher of English (Scale 1) to join a lively stable department. He/she should have a particular interest in the needs of less able children, or children whose first language is not English.
Application forms obtainable from the Head, Daphne Gould. Candidates are welcome to visit the school. Telephone 01-790 6137. A.T., E.P.A.

GEOGRAPHY

Head of Department

ST. WILLIAM OF YORK R.C. BOYS' SCHOOL
Gifford Street, N1 0DF.
Tel. 01-607 4157.
680 boys 11 to 19 years. Comprehensive. Headmaster
Head of Geography Scale 3.
Required for April 1977 —
Experienced teacher to work throughout the school, on both sites. Courses leading to C.S.E., "O" and "A" levels.

Scale 1 Post

WALSINGHAM SCHOOL
Six-form entry 11 to 19 girls, formed by the amalgamation of Clapham County School and Marianne Thornton School. Still two sites but only seven minutes' walk apart.
Required as soon as possible—
Geography Teacher, Scale 1 to teach throughout the age and ability range. Geography is taught to C.S.E. and G.C.E. "O" and "A" levels. Interest in Environmental Studies would be an advantage and an ability to teach a little Mathematics (SMP) would be helpful but not essential.
Form and details from the Headmistress, Miss J. A. Leigh, B.A. at Walsingham School, Clapham Common, West Side, S.W.4. Tel.: 01-228 [illegible].

HISTORY

Scale 1 Post

NORWOOD SCHOOL
Crown Dale, SE19 3PD
Tel.: 01-670 [illegible]
1,300 girls 11 to 19 years. Comprehensive. Headmistress. History Scale 1. Teacher required if possible for March
Interest in World History an advantage.
Apply Headmistress.

HOME ECONOMICS

Scale 1 Post

CENTRAL FOUNDATION GIRLS' SCHOOL
31 Bow Road, London, E.3.
Required as soon as possible in this newly formed comprehensive school of 900 girls
A Home Economics teacher for two days a week (Thursday and Friday) to join a young enthusiastic department. Possibility of "A" level work. (A.T.)
Please apply as soon as possible to the Headmistress, giving full particulars and enclosing copies of testimonials if possible.

MATHEMATICS

Scale 1 Posts

MOUNT CARMEL R.C. SCHOOL FOR GIRLS
Eden Grove, Holloway, N 7
Group 7
Situated on two sites—both buildings a few minutes walk from Tube stations. The School offers courses to C.S.E., C.E.E., "O" and "A" levels, with a sixth form of 84
Headmistress: Miss M. P. Chittick
Required for April
A Teacher of Mathematics to join an expanding department, courses at present lead to C.S.E. and "O" level; C.E.E. and Mode III are planned for the future. The successful candidate will have the opportunity to assist in developing this work, and will be expected to teach at all levels throughout the school.
Further details and application form from the Headmistress at the school. Tel. 01-607 7065.

RUTHERFORD SCHOOL
Penfold Street N.W.1
Tel.: 01-723 2301
Roll: 740 boys
Headmaster
Required as soon as possible:
A Mathematics Teacher (Scale 1) to teach over the age and ability ranges. Mixed ability classes in first and second years with setting subsequently. Stable department offering courses based on S.M.P. and S.M.I.L.E. (S.P.A. allowance payable.)
Further details and application form available from Headmaster.

MODERN LANGUAGES

Heads of Department

ST. WILLIAM OF YORK R.C. BOYS' SCHOOL
Gifford Street, N1 0DF.
Tel., 01-607 4157
Roll: 580 boys, 11 to 19 years; comprehensive
Headmaster
Head of Modern Languages (Scale 5)
Required for April, 1977. Experienced Teacher, to work throughout the school on both sites and prepared to teach French to mixed ability classes. Courses leading to C.S.E., "O" and "A" level

Scale 1 Post

BROCKLEY COUNTY SCHOOL
Hilly Fields, SE4 1LE
Roll: 860 boys, with three form entry, changing from grammar school—first year intake all-ability.
Due to a death, required as soon as possible, or Easter.
A teacher of French, in a well established department. Most pupils take French to "O" level or C.S.E. There are regular "A" level sets in the sixth form then with German or Russian a commendation.
Further particulars available; please apply immediately. A visit to the school would be welcomed.

MUSIC

Heads of Department

DEPTFORD GREEN MIXED COMPREHENSIVE SCHOOL
Amersham Vale, S.E.14
Tel.: 01-691 3236
Headmistress
Head of Music Department (Burnham Scale 5) required in September or as soon as possible
The school is housed in new buildings with 300 girls from a nearby school and a six-form mixed entry in the first and second years. With expansion to 900 pupils during the next few years there will be good opportunities for expansion of work.
Application forms and further details from Mrs M. M. Hill, Headmistress.

PHYSICAL EDUCATION

Posts of Responsibility

DALSTON MOUNT SCHOOL
Shacklewell Lane, E.8
Roll: 900 girls. Comprehensive school opened in September 1973.
Attractive building on single, spacious site
Required as soon as possible—
Teacher of Physical Education, Scale 2, as second in charge of a lively and growing department. The school has excellent purpose built facilities including two gymnasia and extensive outdoor provision. Senior girls visit other centres for a wide range of outdoor pursuits. An experienced teacher is sought able to assist with the work and organisation of the department including extra-curricular activities.
Application forms and further information obtainable from the Head Teacher, Miss M. Tilley.

Scale 1 Post

CENTRAL FOUNDATION GIRLS' SCHOOL
31-35 Bow Road, London, E.3.
Required as soon as possible in this newly formed comprehensive school of 900 girls, a part-time Physical Education teacher for Dance for first and second years and Games for third to sixth years. (A.T.)
Please apply as soon as possible to the Head Mistress of the school, with full particulars and copies of testimonials if available.

REMEDIAL WORK

Posts of Responsibility

HABERDASHERS' ASKE'S HATCHAM BOYS' SCHOOL
Pepys Road, London SE14 5SF
Voluntary Controlled. Three-form entry (800 boys) wholly academic VIth Form 160
The School, at present wholly selective, is preparing in collaboration with its neighbouring Sister School to accept pupils from the full range of ability and seeks to appoint from May 1st a teacher who will eventually become Head of Remedial Department. An applicant who in the initial stages could offer in addition to remedial work some level of secondary teaching in one of the Arts subjects would be particularly welcome. A Scale 2 allowance will be made available. Candidates will find ample scope for out-of-class interests in the very wide range of activities (Games, Drama, Music Societies, C.C.F., etc.
Applications should be made to the Headmaster of the School as soon as possible, giving the names of two referees.

OTHER POSTS

Posts of Responsibility

KINGSDALE SCHOOL
Alleyn Park SE21 8SQ
Tel. 01-670 7575
Roll 1,650 mixed, 11 to 18 years; Comprehensive
Headmaster
Applications are invited from suitably qualified teachers for the post of Head of House (Scale 4). There are eight Heads of House each being responsible for the welfare and discipline of up to 240 pupils. Vacancy due to the promotion of previous holder to a deputy headship.

TOWER HAMLETS SCHOOL
Richard Street, Commercial Road E1 2JP
A school for 1,000 pupils, standing in its own grounds.
Applications are invited for Head of sanctuary unit, Scale 3.
This is a challenging post demanding time, patience, administrative and diagnostic skills. Special accommodation has been purpose built and generously equipped. The unit provides for children for whom the normal school situation produces too much pressure. This unit also enables girls who have experienced long absence for a variety of reasons to be gently eased back into the normal school routine. The unit is linked very closely with the pastoral work of the school which is organised in a House structure.
Application forms obtainable from the Head, Daphne Gould. Candidates are welcome to visit the school. Telephone 01-790 6137. A.T., E.P.A.

Scale 1 Posts

MOUNT CARMEL R.C. SCHOOL FOR GIRLS
Eden Grove, Holloway, N 7
Group 7, situated on two sites—both buildings a few minutes walk from Tube stations. The school offers courses in C.S.E., C.E.E., "O" and "A" levels with a sixth form of 84.
Headmistress Miss M. P. Chittick
Required for April:
A teacher for History and Geography to C.S.E. and "O" level with the prospect of "A" level for a suitably qualified candidate. Some pupils follow an Integrated Studies programme to C.S.E. Mode 3 which combines History, Geography and English. An interest in being part of such a programme would be an advantage.
Further details and application form from the Headmistress at the school. Tel.: 01-607 7065.

SEDGEHILL SCHOOL
Sedgehill Road, Catford S.E.6
Roll 2,000, large Sixth Form.
Required as soon as possible:
Part-time teacher (two, three or four days a week) for Housecraft. This is a well-organized department with a friendly and helpful staff.
Please telephone the Headmaster (01-698 8911 or 01-698 8763) or write for an application form.

PRIMARY SCHOOLS

Headship

Please see separate display advertisement for St. Joseph's R.C. Primary School

Deputy Headships

BLESSED SACRAMENT, R.C., J.M. & I. SCHOOL
Boadicea St., N.1
Tel.: 01-278 8107
Required for April, or as soon as possible:
Deputy Head (Group 5). Vacancy due to promotion. Applicants must be practising Catholics.
The Managers wish to appoint an experienced teacher who has a realistic approach to Primary Education, stemming from a belief in structured teaching within [illegible]
The successful applicant would be expected to take an active part in all aspects of school life and particularly with the interaction of school and the local community.
Application forms obtainable from and returnable to the Headmaster at the school. Visits welcome.

Posts of Responsibility

BOXGROVE J. M. & I. SCHOOL
Boxgrove Road, Abbey Wood SE2 9JP
Tel. 01-310 1912
Required from September, 1977, earlier if possible
Efficient class teacher for Juniors (Scale 2), with responsibility for the coordination of Music throughout the school. There is a music room with a wide range and good supply of instruments.
The candidate should be able to capitalise on the enthusiasm already in the school and play the piano for assemblies and functions in the Junior area.
Further details from the Headmistress. Visits welcome.

FLEET PRIMARY SCHOOL
Fleet Road, NW3 2NY
Tel. 01-485 2020
Required Easter or September:
Experienced enthusiastic teacher Scale 2 of lower primary children to coordinate work and advise staff on Mathematics and its development throughout the school. Familiarity with Fletcher Mathematics scheme an advantage. Visits welcome.

KENDER PRIMARY SCHOOL
Kender Street, New Cross, S.E.14
Tel. 01-639 3655
Required as soon as possible:
An experienced teacher to work as Coordinator between Infant and Junior departments (Scale 2). Visits welcomed. Please telephone for appointment.

MERLIN PRIMARY SCHOOL
Ballamore Road, Downham, Bromley, Kent
Tel. 01-857 2801
Headmaster
Enthusiastic, imaginative teacher to take responsibility for coordinating and monitoring mathematics development throughout the complete primary range. Experience with workings of "Fletcher" Maths programme desirable but not essential.
Applicant should be good all rounder as regards general curriculum.
The school is situated on the Downham housing estate.
Visits welcomed. (Scale 2.)

Scale 1 Posts

BOLINGBROKE JUNIOR MIXED SCHOOL
Bolingbroke Walk, S.W.11
Tel. 01-228 1201
Headmistress
Required as soon as possible:
Two experienced part-time teachers, hours to be arranged, mainly for remedial group work and some class teaching.
Enquiries and visits welcomed.

BOXGROVE JUNIOR MIXED AND INFANTS SCHOOL
Boxgrove Road, Abbey Wood, SE2 9JP
Tel. 01-310 1912
Headmistress
Part-time teacher (0.5) required to teach general subjects in junior area as soon as possible. Hours arranged by mutual agreement. School 10 minutes from Abbey Wood station. Visits welcome.

ILDERTON JUNIOR MIXED SCHOOL
Varcoe Road, SE16 3LA
Tel. 01-237 [illegible]
Roll 178
Headmaster
Required as soon as possible:
Two (2) teachers [illegible] required to teach as a group or in a class of children of the junior school age range. [illegible] Visits and enquiries welcomed.

ST. ANTONY'S R.C. (J.M. AND I.) SCHOOL
[illegible] Road, Dulwich, SE 22
Tel. 01-693 [illegible]
Required as soon as possible:
(1) Part-time teacher for general teaching duties in junior department. Ability in remedial field an advantage.
Visits welcome.

ST. BARNABAS C.E. (J.M. AND I.) SCHOOL
St. Barnabas Street, S.W.1
Tel. 01-730 [illegible]
Required as soon as possible:
Teacher part-time to work with groups of Juniors and some class teaching. Music an advantage.
Write or telephone.

ST. BERNADETTE SCHOOL
Atkins Road, London SW12 0AB
Tel.: 01-673 2061
Experienced teacher required after Easter for Upper Infants. Candidate must be practising R.C. Further details and application forms available from the Headmistress.

ST. DOMINIC'S R.C. (J.M.I.) SCHOOL
Ballance Road, Homerton, E.9.
Required as soon as possible:
Part-time (five mornings a week), to work with small groups of slower readers.
Visits welcomed.

ST. MARGARET CLITHEROW R.C. J.M. AND I. SCHOOL
Thamesmead
Required for Summer term or as soon as possible for this new school
(1) Infant Teacher, (2) Junior Teacher
This is an opportunity for teachers wishing to be involved in the growth of a new school, and the development of specific areas of the curriculum. Applicants must be practising Roman Catholics.
Application forms available from and returnable to the Correspondent [illegible] Grove, SE2 9EB. Closing date Friday 18th February.

SPORTS CENTRES

[illegible] SCHOOL SPORTS CENTRE
William Barefoot Drive, S.E.9
Applications are invited from experienced teachers for assignment to a post of responsibility (salary Scale 2 plus £402 London Allowance) at the above Centre, as soon as possible.
The Centre provides excellent facilities for all indoor and outdoor games activities and the post provides an unusual opportunity for a teacher with an interest in improving games skills, Hockey and Athletics standards in Schools. Appointment will be to the [illegible] teaching service of the ILEA. Duties will include teaching and general supervision of pupils attending the Centre and some Saturday and evening work will be involved.
Application forms obtainable from and returnable to the Education Officer (Room 282), County Hall, SE1 7PB.

SPECIAL EDUCATION

DAYNES SCHOOL
Penn, High Wycombe, Bucks.
Partially hearing, all-age boys and girls with additional handicaps. Roll 70. Headmaster.
Scales 2/3/1 post for a suitably qualified teacher with responsibility for Woodwork and Metalwork. The ability to offer P.E., games, music or pottery would also be an advantage.
Teacher would be required to undertake 15 hours a week (average in term time) approved extraneous duties for which an allowance of £620 per annum is made.
Married or single accommodation available at standard charge. Teacher being resident or non-resident.
Headmaster will be pleased to supply further details and welcomes visits to the school by arrangement. Telephone: Penn [illegible]

BETHLEM ROYAL HOSPITAL SCHOOL
Monks Orchard Road, Beckenham, Kent
Teacher required to join a small but well established staff of teachers who work as members of a psychiatric team at the Adolescent Unit. The boys and girls vary in age from 12 to 19 years and their educational needs cover a wide range, examination pupils take G.C.E. examinations while in hospital and others need skilled remedial teaching.
The teacher appointed will be a person with wide interests, able to stimulate enthusiasm among a small group of deeply disturbed young people. A specialist skill in [illegible] could be an advantage and an interest in football, though not essential, would be much appreciated.
Applicants are invited to visit the school.
Telephone 777 [illegible] for an appointment.

OTHER APPOINTMENTS

[illegible] ANNEXE
[illegible] Lane, [illegible] Road, S.W.8
Applications are invited for the post of [illegible] (Salary Scale [illegible]) [illegible]

OTHER APPOINTMENTS

CARDINAL MANNING R.C. BOYS' SCHOOL
St Charles Square, London, W10
Roll 700. Headmaster.
Wanted as soon as possible.
Pottery teacher, four days a week, teaching mainly lower boys [illegible]

SECONDARY
Music continued

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
NEWQUAY
TRETHERRAS SCHOOL
Trevenson Road, Newquay
Comprehensive 11 to 18+
Headmaster: J. A. Garber, M.A.
MUSIC (Scale 1)
Required in September, a TEACHER (Scale 1) for MUSIC throughout the school. Academically well-qualified candidates could assist with "O" and "A" level work and interest and experience with choirs would be an advantage. Some assistance also required with an Arts subject in the Lower School.
Application forms and further details from the Headmaster, returnable within 14 days of the appearance of this advertisement.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

COVENTRY (City of)
WHITLEY ABBEY MIXED COMPREHENSIVE SCHOOL
Abbey Road
(1,600 on roll)
Required September 1977
MUSIC—throughout the school. Scale 1.
Willingness to help develop many extra curricular activities (choir, orchestra, musicals) essential.
Closing date 10 days after appearance of advertisement.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster at the school.

DEVON
OTTERY ST MARY, THE KINGS CO-EDUCATIONAL GRAMMAR SCHOOL
Roll: 770
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for MUSIC to teach throughout the school. There is a strong Music Department with an orchestra, wind band and choirs, and help in these areas will be required. Scale 1 post.
The successful applicant will be expected to take up the appointment in September, 1977.
Application forms (stamped addressed envelope, please) from Headmaster, The Kings School, Ottery St. Mary. Returnable by 18th February.

HILLINGDON
(London Borough of)
SWAKELEYS SCHOOL
Clifton Gardens, Hillingdon, Middlesex
(Number on roll 960 + 95 in Sixth Form)
Headmistress Miss Sutherland
MUSIC Scale 1
A well qualified TEACHER required to teach the subject throughout the school to "A" level. There are excellent facilities and many opportunities for extra curricular activities.
Please apply by letter to the Headmistress of the school giving the names of two referees and enclosing a stamped addressed envelope.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN
GUNNERSBURY CATHOLIC SCHOOL FOR BOYS
The Ride, Boston Manor Road, Brentford, Middlesex TW8 9LB
Headmaster Designate, Mr. M. J. Bovill
Required for April or September, 1977:—
TEACHER of MUSIC and GENERAL SUBJECTS to share in the teaching of Music throughout the school. An enthusiasm for choral work is looked for. In the first instance candidates can expect to spend about half of their time teaching Music and in their application should state which other subjects they are prepared to offer. Applications from Catholic Teachers would be very welcome, but the appointment will be made strictly on merit.
The school is a voluntary aided six-form entry comprehensive school for boys, 11 to 18 years old. The school is in Group 11 with 1,000 boys on roll. At present the Sixth Form number 108.
London Allowance £297 payable.
If you are seeking your first appointment, please state, so that the appropriate form may be sent.
Closing date for applications February 16, 1977.
The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.
Letters of application in the first instance to the Head Teacher at the school, giving details of qualifications and names of two referees.

LONDON, E.9
CARDINAL POLE R.C. SCHOOL
Kenworthy Road
(6 form entry mixed comprehensive)
MUSIC. Required after Easter an enthusiastic TEACHER preferably R.C., with special interest in choir work and school productions. Sixth second subject. Scale 1 or 2 post, depending on qualifications and experience.
Apply to the Headmaster giving details of school and college career, and names of two referees.

STAFFORDSHIRE
EDUCATION COMMITTEE
WALTON HIGH SCHOOL
The Rise, Walton-on-the-Hill
Stafford
Roll: 1,368
MUSIC TEACHER, Scale 1, required. Music facilities are good throughout the School, which serves a pleasant suburban area, has orchestras, wind bands, choirs and a madrigal group. The post is available from Easter or September.
Application forms, available from the Headmaster, should be returned to him as soon as possible.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for April, 1977:—
WILLIAM MORRIS HIGH SCHOOL
Greenleaf Road, London E17 6QR
Headmaster Mr. G. H. Wolfe
MUSIC TEACHER is required for the developing Music Department in this mixed comprehensive High School (1400 on roll, 11 to 14 years). Ability to teach Art an advantage.
Closing date: 18th February, 1977.
Application forms obtainable on receipt of a stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 [illegible]

WARWICKSHIRE
STRATFORD-UPON-AVON
HIGH SCHOOL
Alcester Road,
Stratford-upon-Avon
(Non-selective mixed, 1,360 on roll, sixth form 80)
MUSIC SPECIALIST required as soon as possible, Scale 1. Scope for all interests. Two brass teams, strong orchestral and choral [illegible]. Possibility of Acting Head of Department, Scale 2, 1977-78.
Further details and application form from the Head as soon as possible (stamped addressed envelope please).

Pastoral

Heads of Department

COVENTRY (City of)
[illegible] COMPREHENSIVE SCHOOL
(740 on roll)
Required Easter or September, 1977 HEAD of FIRST YEAR, Scale 4 for suitable candidate.
Experienced TEACHER with interest in pastoral care required to integrate new comprehensive intake of 120 girls and boys into existing school. Applicants should state teaching subjects.
Further details on request.
Closing date 10 days after appearance of advertisement.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmistress of the school, Radford Road, Coventry CV1 4BU.

EAST SUSSEX
PRIORY SCHOOL
Lewes
Mixed Comprehensive
(1,670 pupils)
Required from September, HEAD of UPPER SCHOOL (salary of Deputy Head Group 13). The Upper School, in a separate building with its own office and secretariat, has 265 Fifth Form and 360 Sixth Form pupils.
Scheme of relocation grants available in approved cases.
Further details and application forms from Headmaster, Priory School, Mountfield Road, Lewes (foolscap stamped addressed envelope) to whom they should be returned.

GLOUCESTERSHIRE
CLEEVE SCHOOL
Bishop's Cleeve, Near Cheltenham GL52 4AE
Required from September HEAD of HOUSE (Scale 4) to be responsible for the 250 boys and girls of one of the school's six houses, and to make a significant contribution to the general organisation and teaching in the school.
Forms of application and further details from the Headmaster (stamped addressed envelope).

GLOUCESTERSHIRE
WYEDEAN SCHOOL
Required for September, 1977, HEAD of SIXTH FORM, in this developing 11 to 18 comprehensive school, now established in purpose-built accommodation at Sedbury. The Sixth Form will start in 1977. Scale 5 available to a suitably experienced and qualified teacher.
For further particulars and application form, write to the Headmaster, Wyedean School, Beachley Road, Sedbury, Gloucestershire, via Chepstow, Gwent, NP6 7AA. (Use stamped addressed envelope.)

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
CANTERBURY DIVISION
THE GEOFFREY CHAUCER SCHOOL
HEAD of SIXTH FORM. A TEACHER is required for September, 1977, to take charge of the Sixth Form. This is a senior appointment and will normally be at Scale 5 but if combined with other responsibilities could be higher.
The school accepts a seven-form all-ability entry and facilities are excellent. The normal range of C.S.E., "O" and "A" levels subjects is offered.
Letters of application naming two referees should be submitted to the Headmaster, The Geoffrey Chaucer School, Spring Lane, Canterbury CT1 1SU, from whom further details are available.

WILTSHIRE
COUNTY COUNCIL
THE GEORGE WARD SCHOOL
Melksham
Coeducational, Comprehensive
(1,525 on roll)
Required for Summer Term—
A TEACHER to act as HEAD of FIRST YEAR (Scale 2) in the LOWER SCHOOL.
The school is well situated in new buildings and working facilities are excellent. The post involves the oversight and pastoral care of about 350 pupils. A resourceful teacher with good experience and a keen sense of responsibility is required. Please state main and subsidiary teaching subjects and levels to which they have been taught.
Application forms and further particulars from the Headmaster on receipt of stamped addressed envelope (foolscap). Closing date February 16th.

HAMPSHIRE
ROMSEY SCHOOL
Greatbridge, Romsey
Scale 3. YEAR LEADER (First or Second Year) required Easter or September, 1977. Closing date 14th February.
— Applications to Head.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
THE GEOFFREY CHAUCER SCHOOL
A YEAR HEAD (Scale 3) is required for September, 1977. The school is arranged in year groups of 210 boys and girls. The Year Head is responsible for the welfare and progress of his/her pupils and holds a senior position in the school. Teaching opportunities exist in most subjects.
The school has a seven-form entry, covering the whole ability range and an established sixth form. The buildings are new and facilities excellent.
Further details and application forms can be obtained from the Headmaster, The Geoffrey Chaucer School, Spring Lane, Canterbury CT1 1SU.

MAIDSTONE DIVISION
THE MAPLESDEN NOAKES SCHOOL
[illegible] Buckland, Maidstone
SECTION HEAD for fourth year required September.
Mixed 11 to 18 school opened 1974.
Post suitable for a head of department or year head seeking wider challenge, who could become Head of Senior School. Scale 3 now.
Section heads lead a group of form tutors and are responsible for work and welfare of pupils in the section and for much administration. Hence, this "Pastoral" post offers real experience in school management. Mathematician welcome, but subject unimportant.
The school has a comprehensive, 11 plus, intake of 180 per year. Some pupils transfer to upper (13 to 18) schools. "O" level and C.S.E. courses developing for remainder.
Further information is available. Send stamped addressed envelope. Applications by letter, with curriculum vitae and two referees, to Headmistress by February 20.

WORCESTER
See Worcester College for the Blind—Special Schools, Scale 2 and above.

Scale 1 Posts

HAMPSHIRE
BISHOP CHALLONER SCHOOL
St. Michael's Road, Basingstoke
Comprehensive—R.C. Voluntary Aided Group 9 School
Required for September 1977
SECOND MISTRESS/MASTER (Responsibilities will include girls' welfare).
Stamped addressed envelope to Head for details.

Other Posts on Scale 2 and above

DERBYSHIRE
BELPER SCHOOL
(Opened 1975; Nine-form entry 13 to 18)
For September: SENIOR HOUSE TUTOR (Scale 4) to take full responsibility for all curricular and pastoral needs of a vertical house of 200 13 to 16-year-olds and teaching commitment to English (unstreamed 13 to 16, plus Sixth Form) and house-based Social Studies.
Details of post and school available from the Head, Belper School, Kilburn Road, Belper, Derbyshire, to whom applications (no forms) should be sent, naming two referees (Closing date: 24th February).

HAMPSHIRE
PETERSFIELD SCHOOL
Cranford Road, Petersfield
11-18 Comprehensive Mixed
1,168 on roll
Scale 3. YEAR TUTOR responsible for Year Group of 231 pupils.
Stamped addressed envelope to Head for details.

Physical Education

Heads of Department

BRADFORD, 9
BRADFORD GIRLS' GRAMMAR SCHOOL
(Independent: 680 girls)
Required for September, 1977, HEAD of PHYSICAL EDUCATION DEPARTMENT (Scale post) to organise and share the work of a large department. Wide range of activities, including gymnastics, hockey, netball, tennis, rounders, athletics and swimming, as well as modern dance, which is well-established throughout the school. There is an expanding sixth form programme and very good facilities including a new indoor swimming pool.
Please apply to the Headmistress with testimonials and two names for reference.

EAST SUSSEX
COUNTY COUNCIL
THE DOWNS SCHOOL
Bexhill-on-Sea
1,340 on roll
Headmaster, C. B. Evans, B.Sc.
Required for September, 1977, HEAD of GIRLS' PHYSICAL EDUCATION DEPARTMENT (Scale 3) to develop an extensive curriculum and foster excellence in games and sports.
Reorganisation as an 11 to 18 Comprehensive School feeding a Sixth-Form College is planned for September, 1977.
Application forms obtainable from the Headmaster at the school.
J. B. Morris, Area Education Officer.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
LONGDEAN SCHOOL
Rumballs Road, Hemel Hempstead
Group 12
HEAD of GIRLS' P.E. wanted in September for this school of 1,330 boys and girls (170 in Sixth) with a strong record of success in P.E. Present holder promoted to Deputy Senior Mistress. A teacher of energy and enthusiasm is sought.
Help with housing may be possible.
Further details and applications, Headmaster. Telephone (0442) 64933/4.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
ASHFORD NORTH SCHOOL FOR BOYS
(Roll 831)
Required April, 1977, HEAD of PHYSICAL EDUCATION in the Lower School. Scale 2. This is a fully comprehensive unit of 400 boys of first and second year age. Responsibility for the organisation of school teams. Vacancy due to promotion.
Applications by letter to the Headmaster at the school (Essella Road, Ashford) naming two referees.

NEWHAM
(London Borough of)
CUMBERLAND SCHOOL
Prince Regent Lane
London, E13 8SG
(Roll 1,386: Co-educational)
Head Teacher: Mr J. A. McDonald, M.A.
Required April 1977: HEAD of GIRLS' PHYSICAL EDUCATION DEPARTMENT (Scale 3).
Burnham Scales plus London Allowance (£402) plus annual supplement (£333) plus Social Priority Allowance (£201 or £276).
Application forms may be obtained from the undersigned and should be returned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

Other Posts on Scale 2 and above

BARNET
(London Borough)
BISHOP DOUGLASS R.C. SCHOOL
Hamilton Road, N2
01-444 5211
Voluntary-Aided
Mixed Comprehensive
(Roll: 1,100)
Required April 1977, TEACHER of BOYS' PHYSICAL EDUCATION, Scale 2 for suitably qualified experienced candidate to teach Games and Physical Education up to and including 6th Year.
In approved cases assistance may be given by way of payment of up to 100 per cent removal expenses and the payment of separation allowances.
Applications to Headmaster (stamped addressed envelope).

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
STOCKWOOD HIGH SCHOOL
Cutenhoe Road, Luton LU1 3NH
Head Teacher: Mr. T. Tomlin, B.A.
Required for April. TEACHER of GIRLS' PHYSICAL EDUCATION. Scale 2, for this 11 to 16 mixed comprehensive school. Excellent facilities including heated indoor swimming pool.
Some assistance with accommodation may be possible.
Application form obtainable from the Head Teacher.

DEVON
PLYMOUTH HIGH SCHOOL FOR GIRLS
St. Lawrence Road, Plymouth
(586 on roll)
Required for this girls' grammar school from September, 1977, for a temporary appointment for one year only, a TEACHER to take responsibility for PHYSICAL EDUCATION (GIRLS). Preference will be given to a candidate with special interest in netball. Scale 2 post available for suitably experienced teacher.
Application forms (stamped addressed envelope) from Headmistress returnable to her by March 4, 1977.

HILLINGDON
(London Borough of)
EVELYNS SCHOOL
Appletree Avenue, Yiewsley
West Drayton UB7 8DA
Headmaster, K. E. R. Bryant B.Sc.
(Number on roll—1,113
61 in Sixth Form)
Required for Easter, 1977:—
Enthusiastic PHYSICAL EDUCATION SPECIALIST to share in the work of the Department during and after school hours. There is an established Modern Educational Dance course to C.S.E. standard and experience in this field is necessary. The school has full on-site facilities including a heated indoor swimming pool and its own minibus. A Scale 2 post is available for a suitably experienced teacher.
Apply in the first instance by letter to the Headmaster, giving the names and addresses of two referees. London Allowance is payable; 75 per cent removal expenses paid in approved cases. Assistance with temporary accommodation may be available.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS DIVISION
SANDOWN COURT SCHOOL
Tunbridge Wells
Secondary Modern Mixed: 1,100 on the Roll
Required for the beginning of the Summer Term, TEACHER to take charge of GIRLS' PHYSICAL EDUCATION, Scale 2. The school has excellent games facilities including a Sports Hall and heated covered swimming pool.
Applications with the names of two referees to the Headmaster of the School.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
CHILWELL COMPREHENSIVE SCHOOL
Queens Road West, Chilwell, Beeston, Nottingham NG9 5AL
Headmistress: Mrs. A. M. M. Griffiths, B.A.
(Mixed, 1,300, 11 to 18)
For Easter, TEACHER (Scale 2) to take responsibility under the Head of PHYSICAL EDUCATION for GIRLS' PHYSICAL EDUCATION.
Applications (no forms) to the Headmistress, with names of two referees, as soon as possible.

Scale 1 Posts

CORNWALL
EDUCATION COMMITTEE
SIR JAMES SMITH SCHOOL
Camelford
(Comprehensive: 700 boys and girls)
Headmaster: O. G. B. Haynes, M.A.
For the beginning of Summer Term, BOYS' PHYSICAL EDUCATION and REMEDIAL TEACHER (Scale 1).
There is a scheme for removal expenses
Applications and names of referees to Headmaster as soon as possible.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

COVENTRY
(City of)
FOXFORD MIXED COMPREHENSIVE SCHOOL
(Social Priority School)
Grange Road
(1,830 on roll)
Required Easter, 1977 —
GIRLS' PHYSICAL EDUCATION. Scale 1.
Experienced, for temporary one-term appointment to cover maternity leave.
Closing date, 10 days after appearance of advertisement.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster at the school.

CROYDON
(London Borough of)
MONKS HILL HIGH SCHOOL
Farnborough Avenue
South Croydon CR2 8HD
Telephone: 01-657 8935
Tenable: 19th April, 1977
A TEACHER of Boys' PHYSICAL EDUCATION required. This is initially a temporary post for the Summer Term and Autumn Term but it is expected it will be possible to convert it into a permanent appointment. The school is a mixed 11 to 16 high school of approximately 1,250 pupils and was opened in 1970. Facilities are excellent and include a sports centre, floodlit all-weather training grounds, and extensive playing fields. There is a full range of field games but assistance would be particularly welcome with rugby and/or athletics.
Salary—Burnham Scale 1, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)
TAUNTON MANOR HIGH SCHOOL
[illegible] Road, Old Coulsdon, Surrey CR3 1SS
Telephone: Downland 51161
Tenable 19th April, 1977.
Required for Summer Term, 1977, a well qualified TEACHER to teach GIRLS' PHYSICAL EDUCATION and GAMES throughout the school. Candidates should state any subsidiary subject they offer. Geography would be particularly useful. The school is an 11 to 14 co-educational comprehensive high school, modern, well equipped, and very pleasantly sited on the edge of the Green Belt. There is a modern gymnasium, new sports hall and the school has its own playing fields.
Salary, Burnham Scale 1 with London Area allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

ISLE OF MAN
BOARD OF EDUCATION
BALLAKERMEEN JUNIOR HIGH SCHOOL
(Co-educational Comprehensive 11-14 years, 1,050 pupils)
Required for September, 1977:
TEACHER of PHYSICAL EDUCATION (man or woman) Scale 1.
The person appointed will be required to teach swimming and to assist with the teaching of either boys or girls Physical Education.
Application forms and further details from the Headmaster, Ballakermeen Junior High School, Douglas, Isle of Man, to whom completed forms should be returned by 28th February, 1977.

KIRKLEES
METROPOLITAN COUNCIL
ROYDS HALL SECONDARY SCHOOL
Victory Avenue, Huddersfield HD3 4HH
(11 to 16 years mixed comprehensive, 1,020 pupils)
Required for Easter, Scale 1, for GIRLS' PHYSICAL EDUCATION. Department of four in good developing facilities.
Letters of application to the Headmaster as soon as possible giving full curriculum vitae, experience and names and addresses of two referees.

NORTH YORKSHIRE
(County of)
ST. AUGUSTINE'S SCHOOL
Sandybed Lane, Scarborough
11 to 16 years.
R.C. Comprehensive—Mixed
Required for Easter, 1977 or September:—
ASSISTANT TEACHER for GIRLS' PHYSICAL EDUCATION. Scale 1 post. It would be helpful if applicants could indicate their willingness to teach a second subject.
Please send stamped addressed envelope for application form to the Headmaster, to whom completed forms should be returned as soon as possible.

NORTHAMPTON
NORTHAMPTON WESTON FAVELL UPPER SCHOOL
Booth Lane South
Northampton NN3 3EZ
Required for September of this co-educational comprehensive Upper School for 1,080 pupils in the age range 13 to 19 an ASSISTANT TEACHER of BOYS' PHYSICAL EDUCATION. The successful applicant will be required to assist with some other subjects (Science an advantage, but not essential).
Application forms and further details of the post are available from the Headmaster (stamped addressed envelope).

SOMERSET
WELLINGTON SCHOOL
(H.M.C. Direct Grant, 650 pupils)
Required for September, 1977, ASSISTANT for BOYS' PHYSICAL EDUCATION with GENERAL ARTS SUBJECTS. Major games experience in Rugby and Cricket an asset. Residential unmarried accommodation may be available.
Please apply by sending usual particulars to the Headmaster.

SURREY
OTTERSHAW SCHOOL
Chertsey
Required in April: SPECIALIST for BOYS' PHYSICAL EDUCATION, preferably able to offer GEOGRAPHY as a subsidiary subject.
Scale 1 plus £720 per annum for boarding duties. The school is residential and a house is available.
Fringe Area London Allowance (£150 per annum) throughout the county.
Generous relocation expenses in approved cases.
Apply to the Headmaster, Ottershaw School, Chertsey, KT16 0QQ. Telephone: Ottershaw 2648.

WEST SUSSEX
NORTH EASTERN AREA
THOMAS BENNETT SCHOOL
Ashdown Drive, Tilgate, Crawley
(Established mixed Comprehensive 11-18)
Scale 1 Temporary TEACHER of GIRLS' PHYSICAL EDUCATION (ability to offer Dance an advantage) required for Summer Term only. London Fringe Area Allowance.
Form and details from the Headmaster on receipt of foolscap stamped addressed envelope.

THE DEWPOOL SCHOOL OF LAWN TENNIS
Vacancies for Coaching Staff to work five days or less per week in schools throughout the Summer Term.
Applicants can be based in any area. Training Course during part of Easter holidays at Crystal Palace.
Apply now, giving details, to The Dewpool School, 32 Suffolk Parade, Cheltenham GL50 2AE. Tel. Cheltenham 39044 (day or evening).

Religious Education

Heads of Department

DONCASTER
EDUCATION COMMITTEE
HUNGERHILL SCHOOL
Hungerhill Lane, Edenthorpe, Doncaster, DN3 2JY
Telephone: Doncaster 882811
(12-16 Comprehensive Mixed)
Headmaster, T. Hughes, B.A.
Required for September, 1977, HEAD of RELIGIOUS EDUCATION Department (Scale 3).
Applications are invited from suitably qualified and experienced teachers for appointment to the above post in this new school which opened in September, 1976, with an initial intake of 175 pupils aged 12 plus.
Application forms and further details are available from the Headmaster, to whom application forms should be returned by Monday, 21st February, 1977.

ESSEX
CLACTON COUNTY HIGH SCHOOL
(Roll: 1,170)
Walton Road, Clacton-on-Sea
Tel: Clacton 21200
HEAD OF RELIGIOUS EDUCATION
Scale 3. Required for September. General teaching covers Years 1 to 5, in addition to established C.S.E., "O" and "A" level courses.
Application forms and further particulars (stamped addressed envelope, please) may be obtained from the Head of the School to whom completed application forms should be returned.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, The Civic Centre, Lampton Road, Hounslow, TW3 4DN
GUNNERSBURY CATHOLIC SCHOOL FOR BOYS
The Ride, Boston Manor Road, Brentford, Middlesex, TW8 9LB.
Headmaster Designate: Mr M. J. Bovill
Required for April or September 1977.
Applications are invited from deeply committed Catholic TEACHERS for the important post of HEAD OF RELIGIOUS EDUCATION (Scale 4). The successful candidate will be expected to organise the teaching of religion throughout the school, working in close liaison with the whole staff, Chaplains and our contributory parishes.
The School is a voluntary aided six form entry comprehensive school for boys, 11 to 18 years old. The School is in Group 11 with 1,000 boys on roll. At present the Sixth Form number 108.
Closing date for applications: 16 February 1977.
London allowance £297 payable.
The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or separation expenses.
Letters of application in the first instance to the Head Teacher at the School, giving details of qualifications and name of two referees.

ISLE OF MAN
BOARD OF EDUCATION
DOUGLAS HIGH SCHOOL
(Co-educational Comprehensive 14-18 years: 900 pupils)
Required for September, 1977: TEACHER of RELIGIOUS EDUCATION (Scale 2) to take charge of the subject throughout the school.
Application forms and further details from the Headmaster, Douglas High School, St. Ninian's, Douglas, to whom completed forms should be returned by 28th February, 1977.

REDBRIDGE
(London Borough of)
WOODFORD COUNTY HIGH SCHOOL
High Road, Woodford Green, Essex
Tel., 01-504 0611
Head, Miss J. E. Satchell, M.A.
Suitably qualified and experienced GRADUATE required from September 1977, to take charge of RELIGIOUS EDUCATION (Scale 3) throughout this academic girls' grammar school. This is a strong department and the subject is taught at all levels up to and including Advanced level and University Entrance. It is expected that the successful candidate will take a full part in the life of the school and its extra-curricular activities.
Outer London Allowance is payable.
Please apply by letter to the Headmistress enclosing copies of testimonials and names of referees. Forms of application will be sent by return to suitable candidates.

SUFFOLK
COUNTY COUNCIL
THURSTON UPPER SCHOOL
(Mixed comprehensive 13-18; 1,300 on roll)
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD of RELIGIOUS EDUCATION (Scale 3). There are courses leading to C.S.E., "O" and "A" levels and the C.S.E. examinations.
Further details and application forms obtainable (stamped addressed foolscap envelope, please) from the Headmaster, Thurston Upper School, Thurston, Bury St. Edmunds, Suffolk.

Other Posts on Scale 2 and above

CHESHIRE
LORETO CONVENT GRAMMAR SCHOOL
Altrincham
RELIGIOUS EDUCATION (Scale 2)
Required for September 1977 qualified TEACHER of R.E. to assist in the teaching of R.E. throughout this Catholic school to Upper Six. Scale 2 post for suitably experienced candidate.
Applications to the Headmistress with the names of three referees.

CUMBRIA
EDUCATION COMMITTEE
CARTMEL PRIORY SCHOOL
(Special agreement comprehensive 11 to 16; mixed; roll, 840)
Required for summer term, TEACHER to be in charge of RELIGIOUS EDUCATION. This is a Scale 2 post.
Further details and application forms obtainable from the Headmaster, F. D. Hamilton, Esq., at the school, Headless Cross, Cartmel, Grange-over-Sands LA11 7SA, to whom they should be returned by February 14, 1977.

DURHAM
COUNTY COUNCIL
STANLEY COMPREHENSIVE SCHOOL
(800 on roll)
RELIGIOUS EDUCATION—salary Scale 2. Well-qualified and experienced TEACHER required for September, 1977, to take charge of subject within the faculty of humanities and liberal studies.
Further details from Head Teacher (tel. Stanley 32506).
Stamped addressed envelope for application form to Area Administrative Officer, Area Education Office, Durham Road, Blackhill, Consett.
Closing date for receipt of applications: February 21, 1977.

LIVERPOOL
ST. TERESA'S R.C. SECONDARY MIXED S.P. SCHOOL
Storrington Avenue, Liverpool L11 9AR
require for Summer Term ASSISTANT for RELIGIOUS EDUCATION SCALE 2.
Applications for a Scale 1 will be considered. Forms and details obtainable from (stamped addressed envelope) and returnable to the Headteacher. Quote reference P + M 830.

SECONDARY
Religious Education
continued

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
THE CEDARS UPPER SCHOOL AND COMMUNITY COLLEGE
Mentmore Road, Leighton Buzzard, LU7 7PA
Headmaster, P. W. F. Rowe, B.A.
Required for September:—
A specialist TEACHER of RELIGIOUS STUDIES to join a strong and forward looking Department. Work to "O" and "A" levels available. Courses in World Religions and personal and social issues are followed. There is also a good opportunity to develop new courses as the school grows. In the first instance it will be necessary for a few periods to be spent in teaching some other subject, probably either Art or English.
The Cedars is a purpose built Upper School (13-18) with adjacent Community facilities with 772 on roll (228 in Sixth Form). Formerly a Grammar School, it will be taking its second comprehensive intake in September, 1977. Eventual size 1,100.
Application forms and particulars obtainable from and returnable to Headmaster.

NORTHAMPTONSHIRE
DAVENTRY SCHOOL
Ashby Road, Daventry, Northants NN11 0QE
Required for September, 1977, ASSISTANT for RELIGIOUS EDUCATION. Candidates should be prepared to offer a second teaching subject. This is an 11 to 18 mixed Comprehensive School of some 10 years standing, operating on two sites and accepting pupils from villages as well as from the town. The work will be mainly, but not exclusively, with younger pupils.
The Local Authority will give sympathetic consideration to applications for rented accommodation.
Application forms and further details from the Headmaster (stamped addressed envelope please).

NORTHAMPTONSHIRE
KETTERING BOYS SCHOOL
Windmill Avenue, Kettering
Northants. NN15 6PH
Required for April, a TEACHER of RELIGIOUS STUDIES, Scale 1, for Kettering Boys School. This is the upper school of an 11-18 linked comprehensive, and has at present mainly selected streams of the former Grammar School. The post involves teaching Religious Studies throughout the school and will include teaching for the C.S.E. "O" level and "A" level examinations.
Applications by letter to the Headmaster, giving the names of two referees.

Rural Studies

Other Posts on Scale 2 and above

DONCASTER
EDUCATION COMMITTEE

THORNE GRAMMAR SCHOOL
St. Nicholas Road, Thorne, Doncaster DN8 5BQ
(Telephone: Thorne 812179)

Required for Easter, 1977: Experienced TEACHER to take charge of RURAL STUDIES department within the science department of this 13 to 18 comprehensive school.
A Scale 2 post is available for a suitable applicant.
Apply by letter, to Mr. L. Stone, Headmaster, giving brief details of curriculum vitae and the names of two referees as soon as possible.
Further details about the school are available on request.
Closing date: February 18, 1977.

Scale 1 Posts

SHROPSHIRE
EDUCATION COMMITTEE
OLDBURY WELLS SCHOOL
Oldbury Wells, Bridgnorth, Shropshire.
Required for April, RURAL SCIENCE (horticulture) TEACHER, Scale 1. Gardens, small livestock, forestry work, all levels.
Further details from Head (stamped addressed envelope).

STAFFORDSHIRE
EDUCATION COMMITTEE
EDGECLIFF COMPREHENSIVE SCHOOL
Enville Road South, Kinver
Nr. Stourbridge
Required for September, 1977, a TEACHER of RURAL and ENVIRONMENTAL STUDIES. Attractive, well equipped department with large adjacent school Nature Reserve.
Application forms obtainable from and returnable to the Head teacher (stamped addressed envelope).

Science

Heads of Department

AVON COUNTY
CHURCHILL SCHOOL
Churchill, Bristol BS19 5QN
(1,450 on roll)
For April, 1977, HEAD of PHYSICAL EDUCATION, Scale 3, in this purpose-built, eight-form entry, fully comprehensive (11-18) school. Facilities include gymnasium, sports hall, heated swimming pool, squash courts, and an all weather outdoor playing surface.
Apply as soon as possible, by letter, quoting two referees and enclosing stamped addressed envelope for further details, to Headmaster.

AVON COUNTY
HANHAM NEW COMPREHENSIVE SCHOOL
(First sixth-form entry September, 1977, rising to eight-form entry by stages)
Required in September, 1977, for this new purpose-built comprehensive school, a HEAD of SCIENCE, Scale 4.
Further details (send stamped addressed envelope) from the Headmaster, care of Education Office, High Street, Kingswood, Bristol BS15 1AR.

BRENT
(London Borough of)
ALPERTON HIGH (SHARED) SCHOOL
Stanley Avenue, Wembley HA0 4JE
(Roll 1,560, 11 to 18)
Required from summer term for this nine-form entry comprehensive school:
HEAD of CHEMISTRY DEPARTMENT (Scale 5). Chemistry is taught from the third year onwards and pupils are prepared for Middlesex C.S.E. and for London "O", "A" and "S" level. There are good laboratories and a forward-looking Head will have opportunities further to develop an already thriving department in which at present 40 pupils are taking the advanced course. Industrial experience welcomed.
London allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses, including legal fees, etc. travelling and lodging allowances.
Candidates should apply by letter to the Head of the school within seven days, giving age, present post, qualifications, experience and references.

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.
THE RAMSDEN SCHOOL FOR GIRLS
Tintagel Road, Orpington, Kent
Required from the commencement of the Autumn Term, 1977—
HEAD of PHYSICS DEPARTMENT, Scale 3. This is a growing comprehensive school with six Science Laboratories, three being opened this Spring Term.
The subject is taken through to "A" level, there being a Joint Sixth Form with the adjacent Boys' School. "O" level and C.S.E. courses are also offered. There is ample opportunity for further development of this subject within the school.
Application forms direct from the Headmistress at the school.

CHANNEL ISLANDS
GUERNSEY
EDUCATION COUNCIL
GRAMMAR SCHOOL FOR BOYS
(Group 8)
HEAD of DEPARTMENT:
CHEMISTRY (Scale 2)
GRADUATE required for September 1977 preferably with "A" level teaching experience to take charge of an active department. Courses in Nuffield Chemistry are taught to "O" and "A" levels. This is a two form entry school of 370 boys.
Salaries in accordance with the current scales for teachers in Primary and Secondary Schools. English Superannuation Acts apply.
Married teachers' fares and removal expenses may be paid.
Application forms may be obtained on receipt of a self-addressed unstamped foolscap envelope from the Director of Education, P.O. Box 32, Guernsey, C.I., to whom they should be returned by 18th February.

COVENTRY (City of)
BISHOP ULLATHORNE R.C. MIXED COMPREHENSIVE SCHOOL
(1,478 on roll)
Required Easter or Autumn Term 1977.
Experienced TEACHER to be HEAD of SCIENCE, Scale 4.
"A" level courses well established, ten laboratories with good facilities.
Further details available from Headmaster.
Closing date 10 days after appearance of advertisement.
Apply by letter giving full details, qualifications, experience and names and addresses of two educational referees to the Headmaster at the school, Leasowes Avenue, Coventry CV3 6BH.

CROYDON
(London Borough of)
SELHURST HIGH SCHOOL FOR BOYS
The Crescent, Croydon, CR0 2LX
Telephone: 01-689 0961
Tenable: 1st September, 1977
Required for September, 1977, a well-qualified and experienced TEACHER to be HEAD of BIOLOGY in this boys' 14 to 18 comprehensive school where Biology is widely taught for C.S.E. and G.C.E. "O" and "A" levels in two well-equipped Biology laboratories with extensive use of closed-circuit television and a video-tape recording for teaching work.
Salary—Burnham Scale 3, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

DEVON
BARNSTAPLE PARK COMPREHENSIVE SCHOOL (COEDUCATIONAL)
(Roll 1,058)
ASSISTANT TEACHER (Scale 4) required September.
HEAD of SCIENCE DEPARTMENT. Experienced graduate required to coordinate Science teaching. Applicants should state specialist Science they wish to teach to examination level. The school completed its reorganization in 1976, and the post is an important one in its further development.
Application forms (stamped addressed envelope, foolscap, required) from Headmaster, returnable by 18th February.

DEVON
CHURSTON GRAMMAR SCHOOL
Near Brixham.
(Roll: 700)
TEACHER required 1st September, 1977 to be HEAD of BIOLOGY DEPARTMENT (Scale 3 or 4) at this co-educational, selective Grammar School, where Biology is taken to "A" and "S" level and is a very popular subject with both boys and girls at all stages. Retiring holder of post plays very significant role in life of School, his successor will be expected to play a similar role.
Application forms and further details obtainable from and returnable to the Headmaster. Closing date 18th February.

DORSET
WESTHAM SCHOOL
Weymouth
1,130 (Mixed)
Required for September, suitably qualified and experienced TEACHER as HEAD of SCIENCE Department, Scale 4.
Assistance with removal and incidental expenses.
Further details and application forms available from The Headmaster, Westham School, Chickerell Road, Weymouth (stamped addressed envelope.)

DORSET
CORFE HILLS UPPER SCHOOL
Corfe Mullen, Wimborne
(Group 10)
(Co-educational)
Required September, 1977:
HEAD of SCIENCE who will also be Deputy Head of the Mathematics and Science Faculty, Scale 5. The school is well equipped and has excellent laboratories.
This comprehensive School opened in September 1976, with 125 13+ pupils and will expand to 420 pupils this September in the new purpose-built premises. The age range will then be 12 to 14.
Assistance with removal and legal expenses.
Application forms and further details may be obtained from the Headmaster on receipt of stamped addressed envelope. Corfe Hills School, King Street, Wimborne BH21 3LU.

GLOUCESTERSHIRE
PATE'S GRAMMAR SCHOOL FOR GIRLS
Albert Road, Cheltenham, GL52 3JD
(Voluntary Aided, 600 pupils including 170 in sixth form)
Required for September 1977: experienced graduate TEACHER to be HEAD of the PHYSICS DEPARTMENT, organising the teaching of Physics to University entrance level. Salary Scale 3.
Please apply by letter to the Headmistress at the school, enclosing curriculum vitae and names of two referees.

GLOUCESTERSHIRE
STROUD HIGH SCHOOL FOR GIRLS
(Voluntary controlled selective school; 670 girls)
Required in September, HEAD of BIOLOGY (Scale 4). Large sixth form.
Apply Headmistress, enclosing stamped addressed envelope.

HERTFORDSHIRE
HILLSIDE SCHOOL
Borehamwood, Herts WD6 1HN
("Fringe" London Allowance)
Required for April or September: HEAD of PHYSICS, to teach to Advanced Level. Scale 2 or 3 post available within flourishing, adventurous Science Department, in mixed all-ability Upper School (630 pupils, 13 to 18) with well-equipped modern laboratories. Help with housing and removals in certain cases.
Apply to Headmaster, naming 2 referees.

ISLE OF MAN
BOARD OF EDUCATION
BALLAKERMEEN JUNIOR HIGH SCHOOL
(Co-educational Comprehensive, 11-14 years; 1,450 pupils)
Required for 1st May, 1977
HEAD of CHEMISTRY (Scale 3)
The person appointed will be expected to be responsible for teaching of Chemistry in the Third Year and will need to have had experience in the teaching of Chemistry, preferably to external examination standard, together with ability to teach General Science, Years 1, 2 and 3.
Letters of application giving full details and the names and addresses of two referees to the Headmaster, Ballakermeen Junior High School, Douglas, Isle of Man, by 7 February, 1977.

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
CANTERBURY DIVISION
THE GEOFFREY CHAUCER SCHOOL
A GRADUATE (Scale 3) is required to take charge of Biology within the Science Faculty. The vacancy is for September, 1977, and applications from teachers with appropriate experience are invited. The subject is taught to "O" and "A" levels.
The school has a seven-form entry covering the whole ability range. The buildings are new and the Science facilities are excellent. There are two Biology laboratories and lab staff in the Faculty.
Application forms and further details can be obtained from the Headmaster, The Geoffrey Chaucer School, Spring Lane, Canterbury CT1 1SU.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE GRAMMAR SCHOOL FOR GIRLS
Deakin Lean, Tonbridge, Kent
(810 girls on roll, 234 in the Sixth Form)
Required for September, 1977, HEAD of CHEMISTRY, Scale 3. A suitably qualified applicant would be considered for the Head of Science, Scale 4 post, at present held by the Senior Chemist. The Nuffield Chemistry Course is used to Ordinary and Advanced level.
Applications, giving the names of two professional referees and a full curriculum vitae, should be sent to the Headmistress immediately.

SUFFOLK COUNTY COUNCIL
SOUTHERN AREA

Applications are invited from suitably qualified and experienced teachers for the following posts in comprehensive High Schools in the Southern Area of Suffolk. Forms and details, unless otherwise stated, obtainable from the respective Head teachers of schools concerned. All posts available from September 1977.

CHANTRY HIGH SCHOOL (11-18 mixed ; roll 1,527)
Mellerd Way, Ipswich, IP2 9LR
Headmaster : K. J. Shepperd
HEAD OF GEOGRAPHY, SCALE 3
SCIENCE, SCALE 3
SCIENCE, SCALE 3 } Two leadership posts BIOLOGY/CHEMISTRY

COPLESTON HIGH SCHOOL (11-16 mixed ; roll 1,604)
Copleston Road, Ipswich, IP4 5HD
Headmistress : Miss M. Beeson
DEPUTY HEAD, GROUP 11

EAST BERGHOLT HIGH SCHOOL (11-16 mixed ; roll 517)
East Bergholt, Colchester, Essex
Headmaster : J. P. Crosby
DEPUTY HEAD, GROUP 9

HOLBROOK HIGH SCHOOL (11-16 mixed ; roll 325)
Holbrook, Ipswich, IP9 2QX
Headmistress : Miss K. Groom
DEPUTY HEAD, GROUP 7
SECOND MASTER/MISTRESS, GROUP 7

NORTHGATE HIGH SCHOOL (11-16 mixed ; roll 1,982)
Sidegate Lane, Ipswich, IP4 3DL
Headmaster : D. W. Ockellon
HEAD OF BASIC NUMERACY, SCALE 3

STOKE HIGH SCHOOL (11-16 mixed ; roll 1,100)
This new school is at present nearing completion, and application forms and details may be obtained from the Headmaster designate, H. Cadwallader, at Tower Ramparts Secondary School, Tower Ramparts, Ipswich, IP1 3DQ.
HEAD OF THE FACULTY OF COMMUNICATION STUDIES, SCALE 4
A well-qualified and experienced teacher is required for the above post. The successful candidate will be required to co-ordinate the work of ENGLISH, MODERN LANGUAGES, COMMERCE, REMEDIAL WORK, ART, MUSIC and RESOURCES, and should preferably be English or Modern Language specialists, but other specialisms will be considered. The Head of Faculty will be responsible to the Director of Studies.
YEAR TUTORS, SCALE 3
Year Tutors are required each to take responsibility for the welfare, progress and discipline of one year of the school. The successful candidates who should be well qualified and experienced, will work with an Assistant Year Tutor, and will be responsible to the School Counsellor and Director of Pastoral Care.
There will be two or three vacancies depending upon the specialist teaching subjects offered by candidates. It is hoped to cover ART, MUSIC, RELIGIOUS EDUCATION and REMEDIAL WORK between the successful candidates.

THURLESTON HIGH SCHOOL (11-18 mixed ; roll 798)
Defoe Road, Ipswich, IP1 6SG
Headmaster : P. Granville
SENIOR TEACHERS
Three posts
Pastoral
Administration
Curricula
HEAD OF MODERN LANGUAGES, SCALE 3

WESTBOURNE HIGH SCHOOL (11-18 mixed ; roll 1,345)
Marlow Road, Ipswich, IP1 5JN
Headmaster : W. Horsfield
DEPUTY HEAD, GROUP 12
HEAD OF ENGLISH, SCALE 4
HEAD OF COMMERCE (Business Studies), SCALE 3
YEAR TUTOR (Sixth Year), SCALE 3
CO-ORDINATOR OF SCIENTIFIC, MATHEMATICAL AND BUSINESS STUDIES—SENIOR TEACHER
CO-ORDINATOR OF SOCIAL, INTEGRATED AND RELATED STUDIES—SENIOR TEACHER
HEAD OF SCIENCE, SCALE 4
HEAD OF CAREERS, SCALE 3

City of Manchester Education Committee

Unless otherwise stated all posts are available from April 1977, and application forms, together with further particulars, are available from the Head of the School to whom they should be returned.

HEADSHIPS

BROOKWAY HIGH SCHOOL
Moor Road, Wythenshawe, Manchester M23 0QP
Group 11
Required from September, 1977. Applications are invited from experienced teachers for the post of HEAD of this 8-form entry, Co-educational Comprehensive School, vacant because of the retirement of the present headmaster.
Salary : £7,044-£8,568.
The school is well established and is situated in modern buildings in a pleasant part of Wythenshawe. There are 970 pupils on roll including 96 in the Sixth form.
Application forms and further particulars from the Chief Education Officer, Education Offices, Crown Square, Manchester M60 3BB, to be returned by 25th February, 1977.

NICHOLLS ARDWICK HIGH SCHOOL
Hyde Road, Ardwick, Manchester M12 4AE
Group 10
Required from September, 1977. Applications are invited for the post of HEAD of this 8-form entry mixed comprehensive school, vacant because of the retirement of the present head.
Salary: £7,488-£8,979 plus £312 plus S.P.S. allowance.
The school is approximately 1½ miles South East of the City Centre. There are 887 pupils on roll with 70 in the Sixth form.
Application forms and further particulars are available from the Chief Education Officer (S2/JFC), Education Offices, Crown Square, Manchester M60 3BB, to whom they should be returned by 25th February, 1977.

WRIGHT ROBINSON HIGH SCHOOL
Abbey Hey Lane, Gorton, Manchester M18 8RL
Group 12
Required from April, 1977. Applications are invited from experienced teachers for the post of HEAD of this 10-form entry Co-educational School, vacant because of the retirement of the present headmaster.
Salary: £8,496-£8,951.
The school is well established and is situated in modern buildings approximately 4 miles east of the city centre.
Application forms and further particulars are available from the Chief Education Officer (S2/JFC), Education Offices, Crown Square, Manchester M60 3BB, to whom they should be returned by 11th February, 1977.

SENIOR TEACHER

MOSTON BROOK HIGH SCHOOL FOR BOYS
Northampton Road, M10 9BP
Senior TEACHER.
Vacancy due to the promotion of the present holder to a Deputy Headship.
An experienced and well qualified teacher is sought who will play a major part in the development and co-ordination of the curriculum in time-tabling.
The school is a 1968 purpose-built 11-18 all boys, comprehensive with 1,100 on roll and good provision in all specialist areas.
There are a number of interesting developments taking place.
Application forms should be returned by no later than Monday, 14th February, 1977.

SCALE 1

GORNAGE HIGH SCHOOL FOR BOYS
Burnage Lane, M19 1BU
Teacher for CRAFTWORK to specialise in either Woodwork or Metalwork in Lower School mainly, but with opportunity for some work in Upper School.

NICHOLLS ARDWICK HIGH SCHOOL
Hyde Road, Manchester M12 6BA
860 boys and girls
Required for one term, temporary teacher for GIRLS' PHYSICAL EDUCATION & GAMES.
Application forms should be returned by Monday, 14th February, 1977.

POUNDSWICK HIGH SCHOOL
Simonsway, Manchester M22 7RH
Required as soon as possible. Teacher of HOME ECONOMICS to join a developing department. The subject is studied to C.S.E. Ordinary and Advanced Level. Please state subsidiary subjects.
Previous applicants will be considered.
Closing date: 12th February, 1977.

WRIGHT ROBINSON HIGH SCHOOL
Abbey Hey Lane, Gorton M18 8RL
Two temporary teachers for one term until July 1977 when it is hoped permanent appointments will be made
1. To teach R.E. throughout the school to all age and ability ranges.
2. To teach slow-learning children within the schools progress unit, some of which teaching will be on a withdrawal basis.

SPECIAL SCHOOLS
SCALE 1

EGERTON SCHOOL
Clifton Avenue, Fallowfield, Manchester 14
Tel. 061-224 6000
Experienced teacher required for small class of intermediate boys. Interest in the education of slow learners combined with qualifications in Art/Craft/Pottery. Enthusiasm and initiative essential (Special School Allowance.)

Assistance with removal expenses given in approved cases for permanent full-time appointments.

Lancashire County Council

CLOSING DATE 14th FEBRUARY 1977

Primary and Special Schools
For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ, unless otherwise stated.

Secondary Schools
Forms/further details from and returnable to the Head Teacher of the School. S.A.E. please.

PRIMARY SCHOOLS

HEADSHIPS
PRESTON
BLESSED SACRAMENT R.C. (158)
May, 1977
INFANTS. GROUP IV.

BACUP ST. MARY'S R.C. (170)
May 1, 1977
GROUP 4.

SPECIAL EDUCATION

BLACKBURN. WILKINSON HOUSE ASSESSMENT CENTRE, 215 Shadsworth Road
May, 1977
TEACHER for children from 5 to 16 years. Scale 1
Residential home, with Teaching Unit accommodating up to 18 children.

SECONDARY SCHOOLS

HEADSHIPS
LONGRIDGE ST. CECILIA'S R.C. SECONDARY (375 on roll), Chapel Hill, Longridge, Preston PR3 2XA
September 1977
GROUP 7

SKELMERSDALE TAWD VALE HIGH SCHOOL, Glenburn Road, Skelmersdale, Lancashire
As soon as possible.
GROUP 10

DEPUTY HEADSHIPS
LONGRIDGE ST. CECILIA'S R.C. SECONDARY (375 on roll), Chapel Hill, Longridge, Preston PR3 2XA
September, 1977
GROUP 7.

FULWOOD COUNTY HIGH (1,300 Mixed) (Group 11) (11-16), Black Bull Lane, Fulwood, Preston PR2 4YH.
April 25, 1977
SENIOR MASTER/MISTRESS.

HEAD OF DEPARTMENTS
BLACKPOOL HIGHFIELD HIGH SCHOOL, Highfield Road, Blackpool (1,600 mixed)
September, 1977
HEAD OF HOUSE. Pastoral and academic responsibility for 250 pupils, 11-16. Scale 4

ANSDELL HIGH SCHOOL, [illegible], pupils aged 11 to 16 plus.
September 1, 1977
ENGLISH, Scale 4

WEST BANK HIGH SCHOOL [illegible], [illegible] Valley Park, [illegible]
April 26, 1977
HEAD of REMEDIAL DEPARTMENT, Scale 3 [illegible] Scale 4, to suitably experienced candidate

BLACKBURN, ST. EDMUND ARROWSMITH R.C. HIGH SCHOOL, [illegible] Road [illegible] ([illegible] mixed)
May or September, 1977
ENGLISH, Scale 4

BLACKBURN, [illegible], [illegible] Road (1,170 mixed comprehensive)
September, 1977
ENGLISH and HUMANITIES, Scale 4.

SCALE 2 POSTS & ABOVE
FLEETWOOD FARKHOLME COUNTY HIGH SCHOOL, Broadway, Fleetwood FY7 8HE. Number on roll, 920
September, 1977
Graduate required for ENGLISH (Second in Department), Scale 3.

BOWLAND COUNTY SECONDARY (258 on roll), "Riversmead", Grindleton, Clitheroe BB7 4QS
May, 1977
FRENCH with some ENGLISH, Scale 2.

ST. BEDE'S R.C. HIGH (700 boys and girls). St. Anne's Road, Ormskirk (Tel. Ormskirk 73409)
May 1, 1977
SOCIAL STUDIES, Scale 2.

BLACKBURN, JOHN RIGBY R.C. HIGH SCHOOL, [illegible] Road (930 mixed), 11-16)
May/September, 1977
DIRECTOR of STUDIES Scale 4.

SCALE 1 POSTS
RIPLEY, ST. THOMAS' C.E. SCHOOL, 1,150 mixed, Ashton Road, Lancaster
April 1, 1977 to May 1, 1977
MUSIC and another subject.
September 1, 1977
MATHEMATICS and BOYS' P.E.
RURAL and ENVIRONMENTAL SCIENCE.

THEATRE-IN-EDUCATION TEAM, DUKE'S PLAYHOUSE, Moor Lane, Lancaster
May 1, 1977
DRAMA. Must be qualified teachers and preferably members of Equity.

CLITHEROE ROYAL GRAMMAR SCHOOL (430 Boys, 110 Girls), York Street, Clitheroe, Lancashire BB7 2DJ
September, 1977
GEOGRAPHY (graduate)

LEYLAND RUNSHAW COLLEGE (600 Students, 16-19 years), Langdale Road, Leyland, Preston PR5 2DD
September, 1977
HOME ECONOMICS and NEEDLEWORK

ST. BEDE'S R.C. HIGH (700 boys and girls), St. Anne's Road, Ormskirk. (Tel. Ormskirk 73409.)
May 1, 1977
DOMESTIC SCIENCE.

BLACKBURN, ST. WILFRID'S CHURCH OF ENGLAND HIGH SCHOOL, Shakespeare Street (1,460 co-educational)
May, 1977
MATHEMATICS to 'O' and 'A' levels.

WEST CRAVEN HIGH SCHOOL, Kelbrook Road, Barnoldswick, Colne, Lancashire (850 mixed)
Beginning of Summer Term.
MATHEMATICS.

SS. JOHN FISHER AND THOMAS MORE HIGH SCHOOL, Oldfield Road, Off Barkley Road, Colne, Lancashire (700 mixed)
As soon as possible.
COMMERCIAL SUBJECTS.

DUMFRIES AND GALLOWAY REGIONAL COUNCIL
EDUCATION DEPARTMENT

Applications are invited from suitably qualified registered teachers for the undernoted posts:

TEACHER of HOME ECONOMICS
ANNAN ACADEMY
Six-year School. Roll 1,316
School Telephone No. Annan 2954

TEACHER of ENGLISH
DUMFRIES HIGH SCHOOL
Four-year School. Roll 1,140
School Telephone No. Dumfries 3085

TEACHER of ART
LANGHOLM ACADEMY
Four-year School Roll 257
School Telephone No. Langholm 418

Application forms and further information may be obtained from the undersigned to whom completed forms should be returned within 14 days of the appearance of this advertisement.

Education Offices, 30 Edinburgh Road, Dumfries DG1 1JQ.
J. K. PURVES, Director of Education.

Cheshire

Application forms (send sae) unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J. R. G. TOMLINSON, M.A.,
Director of Education.

HEADS & DEPUTY HEADS

HEAD TEACHER
Brookvale County Comprehensive School, Runcorn.
Group 10. Required in September, 1977, for this new 11-16 eight-form entry purpose-built comprehensive school. Phase 1 (four-form entry) due to open September, 1978. School situated on the edge of the Brookvale Estate in Runcorn New Town. A Joint Use Sports Complex will be provided.
Housing in Runcorn may be arranged.
Application forms and further particulars, enclosing stamped addressed envelope obtainable from District Education Officer, Education Department, Grosvenor House, Shopping City, Runcorn, Cheshire, to whom completed applications should be returned by 21st February 1977.

SCALE 1 POSTS

ENGLISH
Blacon High School (Mixed Comprehensive 12-18), Melbourne Road, Blacon, Chester CH1 5JH.
(No. on roll: 1,200).
Teacher of English to children of all ability levels, including C.S.E. An interest in Drama would be an advantage.

NEEDLEWORK
English Martyrs High School, Warrington.
Required for 1st May, 1977. Teacher of Needlework—to teach C.S.E. and 'O' levels. Scale 1 or 2 according to qualifications and experience.
Closing date: 18th February, 1977.

HOME ECONOMICS
Ellesmere Port Catholic High School, Capenhurst Lane, Ellesmere Port.
(Re-advertisement)
Required April or September, 1977. All abilities including C.S.E./G.C.E. Previous applicants automatically reconsidered.
Closing date: 18th February, 1977.

TECHNICAL SUBJECTS
Grange County Comprehensive School, Regent Street, Ellesmere Port, Wirral L65 8EJ.
(Mixed 11-18. 1,440 pupils on roll).
Required for Summer Term, 1977 (or as soon as possible thereafter): Teacher of Technical Subject to join a well-equipped department. There will be an opportunity to specialize in either Metalwork or Woodwork.
Applications will also be welcome from those seeking first appointments in September, 1977.

FRENCH
Helsby County Grammar School for Girls, Helsby, Warrington.
(750 Girls—150 in Sixth Form).
Required as soon as possible. Graduate to teach French throughout the school. Experience with Language Laboratory teaching methods important.

ECONOMICS
Queen's Park High School, Queen's Park, Chester. (1,500—300 in Sixth Form).
Age Range 12-18.
Headmaster: Mr. K. D. Munden, BA.
Required immediately full or part-time. Temporary teacher to take Economics in the Sixth Form to 'A' level. Ability to help with Junior Mathematics an advantage but not essential.

PHYSICS
Stanney County Comprehensive School, Stanney Lane, Ellesmere Port L65 9DB.
Tel.: 051 355 6245.
An established 11 to 18 school of 1,600 including 115 in Sixth Form—excellent facilities in all departments.
Required for September: Teacher of Physics, graduate preferred, to teach up to Advanced Level. Candidates should be committed to Nuffield Combined Science in Lower School.
Application forms and further details from the Headmaster.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated—
Closing date is fourteen days after the appearance of the advertisement.

In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.

For other posts in secondary and high schools, application should be made to the headteacher of the school concerned, giving full details and the names of two referees.

The post reference number should be quoted on all correspondence.

Requests for forms and details should be accompanied by a stamped, addressed envelope.

FIRST TEACHING APPOINTMENTS: PREFERRED POST SCHEME

Students seeking their first post are advised that registrations are being accepted. Registration forms are available from the above [illegible]. A stamped addressed foolscap envelope must be enclosed.

PRIMARY SCHOOLS

SCALE 1 POST:
E31 ST. AUGUSTINE'S R.C. JUNIOR MIXED AND INFANT SCHOOL (No. on roll : 640 ; 5-11 years)
St. Wilfrid's Circus, Leeds LS8 3PF. Telephone : Leeds 651455
Headteacher : Mrs. D. C. Fleming
Required for Easter, 1977 : teacher for top Infants. An experienced teacher is required to take a 6-7 year old class in this purpose-built, semi-open plan school. Ability to play the piano and/or an interest in out-of-school activities would be an advantage.

MIDDLE SCHOOLS

SCALE 3 POST
W.35 RYECROFT MIDDLE SCHOOL (No. on roll : 559 ; 9-13 years)
Stonebridge Grove, Leeds LS12 5AW. Telephone : Leeds 632431
Headteacher : Mr. R. H. French, B.A.
Required for Easter, 1977 : an experienced teacher to join the second year team in the first instance. The successful candidate will assume the role of a year group leader on the retirement of the present post-holder. Applicants are asked to state their teaching specialisms and other relevant interests.

SCALE 2 POST:
W.16 GREENHILL MIDDLE SCHOOL (No. on roll : 520 ; 9-13 years)
[illegible], Leeds LS13 4JJ. Telephone : Leeds 615271
Headteacher : Mr. W. Preece
Required for Easter 1977 : an experienced teacher to offer ART as a specialism in this four-form entry middle school which has a well-equipped design centre.

HIGH/SECONDARY SCHOOLS

HEADSHIP
E.33 PRIMROSE HILL HIGH SCHOOL (No. on roll : 612 ; 13-18 years) (97 in Sixth Form)
Hill Street, Leeds LS9 7NL. Telephone : Leeds 453818
Acting Headteacher : Mrs. J. M. Ayling
Applications are invited from suitably qualified and experienced teachers for the post of HEADTEACHER of this Group 10, 13-18 mixed comprehensive school, following the appointment of Mr. J. A. G. Lowton, B.A. to the headship of Garforth Comprehensive School. Primrose Hill School, which was formed in 1972 from a purpose-built secondary modern school built in 1965, operates on a split site with the former Roseville Girls' Secondary School which is situated five minutes' walk away from the main buildings. There is also an annexe situated between Primrose Hill and Roseville containing an E.F.L. (English as a Foreign Language) Unit and science laboratories. The school serves a multi-racial area close to the centre of the City and is designated an area of social priority. The Authority is seeking a person of vision and commitment who, in addition, will have an understanding and appreciation of the problems associated with an inner city area, and who will continue to lead the development of the school in both the pastoral and academic spheres. Further details are available from the Director of Education to whom completed application forms should be returned.

SCALE 3 POST:
Readvertisement
F.34 JOHN SMEATON HIGH SCHOOL (No. on roll : 1,106 ; 13-18 years)
Barwick Road, Leeds LS15 8TA. Telephone : Leeds 644253
Headteacher : Mr. T. G. B. Howe, M.C.
Required as soon as possible : HEAD OF MUSIC in this 12 form entry 13-18 High School developed from an 11-18 purpose-built Community Comprehensive School which was opened in 1969. Previous applicants are asked to notify a continuing interest.

SCALE 3 POST
N.E.29 ALLERTON HIGH SCHOOL (No. on roll : 679 ; 13-18 years)
King Lane, Leeds LS17 7AO. Telephone : Leeds 684216
Headteacher : Miss S. J. Morton, J.P., M.A.
Required for the Autumn Term : a HEAD OF RELIGIOUS STUDIES DEPARTMENT (Scale 3) to organise and share teaching of the subject throughout the school, including examination work at Ordinary and Advanced levels.

SCALE 1 POST
W.37 PRIESTHORPE SCHOOL (No. on roll : 980 ; 11-16 years)
Priesthorpe Lane, Pudsey, Leeds LS28 5SG. Telephone : Leeds 572018
Headteacher : Mr. B. K. Stroud, B.A.
Required for Easter or September, 1977 : a teacher of ENGLISH. The successful candidate will teach the full range of age and ability in this 11-16 comprehensive school. Successful mixed ability teaching leads to the 16 plus Joint Examination in English and a traditional English Literature "O" level course is established. An ability and willingness to teach some French would be a recommendation. Priesthorpe is a Community School.

SECONDARY
Science
continued

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
THE CEDARS UPPER SCHOOL AND COMMUNITY COLLEGE
Mentmore Road, Leighton Buzzard LU7 7PA
Headmaster: P. W. E. Blowe, B.A.
Required for September: A TEACHER of PHYSICS in a strong Science Department. Work in other areas available including Engineering, [illegible] Technology. The Science and Technical Studies areas [illegible] in newly completed block with a full range of new equipment. Opportunity to develop new courses particularly linking Science and Technology. Scale 2 post for suitably experienced applicant.

The Cedars is a purpose built Upper School (13 to 18) with adjacent community facilities with 772 on roll (228 in Sixth Form). Formerly a Grammar School, it will be accepting its second Comprehensive intake in September 1977. Eventual size 1,100.

Application forms and particulars obtainable from and returnable to the Headmaster.

BERKSHIRE
THE PIGGOTT COMPREHENSIVE SCHOOL
Twyford Road, Wargrave.
For April 1977 [illegible] mixed [illegible] SCIENCE DEPARTMENT, Scale 2. Nuffield Combined Science is taught in years 1 and 2 and Integrated Science S.C.I.S.P. is offered, together with other separate Science courses, to C.S.E. and "O" level. Applicants should be Science graduates with good teaching experience.

Lodging allowance and removal expenses schemes in operation. Mortgage nomination facilities have been negotiated with a number of building societies.

Further particulars and application forms from the Headmaster (stamped addressed envelope). Please quote reference WRA 1356.

Closing date: February 14.

DERBYSHIRE
HADFIELD COMPREHENSIVE SCHOOL
Newshaw Lane, Hadfield, via Hyde, Cheshire SK14 8RA
Required for Easter 1977, a TEACHER of CHEMISTRY to be in charge of the subject (Scale 2). This is a growing mixed comprehensive school for pupils aged 11 to 16 years, offering good scope for a dynamic and enthusiastic person. Applicants should be in agreement with the school's efforts to maintain traditional standards in work, attitudes and behaviour.

Please apply by letter, giving curriculum vitae, experience and the names of two referees, to the Headmaster at the above address, from whom further details can also be obtained (stamped addressed envelope, please).

Closing date for the receipt of applications is Tuesday, February 15.

DONCASTER
EDUCATION COMMITTEE
HUNGERHILL SCHOOL
Hungerhill Lane, Edenthorpe
Doncaster DN3 2JY
Telephone: Doncaster 885811
12-16 Comprehensive Mixed
Headmaster: T. Hughes, B.A.

Required for September 1977: TEACHER of BIOLOGY (Scale 3), to be in charge of the subject within the Science Department.

Applications are invited from suitably qualified and experienced teachers for appointment to the above post in this new school which opened in September, 1975, with an initial intake of 175 pupils aged 12+.

Application forms and further details are available from the Headmaster, to whom application forms should be returned by Monday, 21st February, 1977.

DORSET
BEAMINSTER SCHOOL
(Comprehensive: Mixed: Day and Boarding: Group 9; Sixth Form 65)
GRADUATE TEACHER, Scale 2 required April to take charge of PHYSICS Department (O and A level Nuffield courses) and to teach Nuffield Combined Science in lower school.

Application forms and further details from Headmaster.

ilea INNER LONDON EDUCATION AUTHORITY

Specialist Vacancies for Secondary Teachers

The Authority would be pleased to hear from suitably qualified teachers with experience or seeking their first appointment, having already completed a course of training, in the following subjects:–

COMMERCE (Office Skills) (Full and Part Time)
DESIGN AND TECHNOLOGY
FRENCH (Full and Part Time)
HOME ECONOMICS (Part Time only)
NEEDLEWORK (Part Time only)

Appointments will be to a Scale 1 post in the Authority's General Teaching Service. Inner London allowance (£402) payable in addition to the Burnham salary.

For an application form, please write to the Education Officer (TS2), The County Hall, London SE1 7PB (telephone 01-633 8426).

EAST SUSSEX
COUNTY COUNCIL
BRIGHTON AREA
VARNDEAN HIGH SCHOOL
Balfour Road, Brighton
(Girls 12 to 16 years, 13+ to 14+ all-ability, 13+ grammar school)
Required September: Qualified SCIENTIST to teach PHYSICS to "O" level and integrated science in first two years. Scale 2 post for candidate with relevant experience.

Scheme of relocation grants in approved cases.

Applications to Headmistress, giving full details and two referees.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
MATTHEW HUMBERSTONE SCHOOL
Chatsworth Place, Cleethorpes
Required from beginning of Summer Term, April 25, 1977, at this recently established fully comprehensive school, GRADUATE TEACHER of CHEMISTRY with possibly some Nuffield Combined Science in lower age groups. For candidate with good experience Scale 2 salary could be available. Courses to C.S.E., "O", "A" and "S" level are fully established and a large proportion of the 180 strong Sixth Form study sciences. A full range of teaching up to "A" level is available.

The school is situated in a pleasant seaside resort near to the Lincolnshire Wolds and costs of living compare favourably with most other areas.

Further details and application forms are available from the Headmaster. Applications should be returned within 10 days of the appearance of this advertisement.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post:
NEWARK
MAGDALENE C.E. HIGH SCHOOL
Barnaby Road, Newark
Notts. NG24 1RR
Headmaster: J. R. Gold
(Roll 750 mixed: 11 to 14)

For September: PRINCIPAL TEACHER of SCIENCE (Scale 3) to head a department with three Assistants.

This is a newly-formed High School with four laboratories and a plant/small animal room.

Please state own discipline.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
FERNWOOD COMPREHENSIVE SCHOOL
Goodwood Road, Wollaton, Nottingham. NG8 2FT
Headmaster, A. E. Oswell
Mixed, 760 (11 to 16)
For Easter: TEACHER (Scale 2) to be responsible for CHEMISTRY in all years across ability range. Experience in "O" level and C.S.E. essential.

Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

NORTHAMPTONSHIRE
COUNTY COUNCIL
CORBY. LODGE PARK COMPREHENSIVE SCHOOL
Shelland Way, Corby, Northants NN17 2JH
Lodge Park is an 11 to 18 comprehensive on the Corby New Town border and requires in September:—
(i) An ASSISTANT to teach PHYSICS to third, fourth, "O" level and possibly sixth form groups.
(ii) An ASSISTANT to teach GENERAL SCIENCE primarily to first and second years, with some C.S.E. Mode 1 work.

All members of this close knit department teach the jointly devised General Science Syllabus to first and second years.

Scale 2 posts.

Housing readily available.

Application forms and further details from Headmaster (stamped addressed envelope).

SURREY
EPSOM COLLEGE
Required for September 1977 two GRADUATES on the SCIENCE side.
1. To teach PHYSICS up to "A" and "S" level with a little MATHEMATICS.
2. To teach CHEMISTRY up to "A" level with some BIOLOGY up to "O" level.

Large sixth form. Experience desirable but not essential. Good games an advantage. Accommodation available for single and possibly for married person.

Further particulars from Headmaster, Epsom College, Surrey.

WILTSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
PENHILL SECONDARY SCHOOL
Tilleslade Road, Swindon
Head Teacher, Mr. C. R. Hancock, B.A.
Group 9
(Number on roll 770)
Required from April, 1977: Qualified TEACHER, Scale 2, to join Science DEPARTMENT, responsible for teaching of Biology in this 11 to 14-year Comprehensive School.

Letter of application to the Chief Education Officer, Swindon Sub-Office, Wyvern House, Theatre Square, Swindon, as soon as possible.

Scale 1 Posts

AVON COUNTY
KINGSWOOD SCHOOL
Kingswood, Bristol BS15 4EJ
Comprehensive 1,500 Main School 250 in Sixth Form
Required for April/September, a BIOLOGIST to teach throughout the school with Combined Science in the first two years. Interest in health education and environmental studies welcome.

Scale 1/2 for suitable applicant.

Temporary applications welcome.

Immediate applications to the Headmaster with full curriculum vitae and names of two referees.

Further information on receipt of stamped addressed envelope.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
SANDY UPPER SCHOOL AND COMMUNITY COLLEGE
(Comprehensive 13 to 18 years)
Engayne Avenue, Sandy, Bedfordshire SG19 1BL
(Telephone: 80290)
Head, J. L. Francombe, B.A., B.Sc. (Econ.)
Required for September, 1977, specialist PHYSICS TEACHER, Scale 1, to teach mainly physics and physical science, in this expanding comprehensive school which opened in 1974. Excellent new laboratories and general facilities. Ordinary level and C.S.E. courses established; sixth forms begins September, 1977.

Application forms (stamped addressed envelope) and further details obtainable from the Headmaster. Closing date: February 16, 1977.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
SHARNBROOK UPPER SCHOOL AND COMMUNITY COLLEGE
Odell Road, Sharnbrook, Beds
Required for September 1977, a TEACHER (Scale 1) to take up a new post assisting in the teaching of CHEMISTRY with PHYSICS as a second subject. The School opened in 1975, and in 1977 will have 800 on roll out of a final 1,300, which will include a large sixth form. The site is in pleasant countryside, and the intake contains a significant proportion of able pupils.

Full details and application forms can be obtained by sending a stamped and addressed envelope, marked Chemistry with Physics, to the Headmaster, Sharnbrook Upper School, Odell Road, Sharnbrook, Bedfordshire MK44 1JX.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
THE CEDARS UPPER SCHOOL AND COMMUNITY COLLEGE
Mentmore Road, Leighton Buzzard. LU7 7PA
Headmaster, P. W. E. Blowe, B.A.
Required for September.—
A BIOLOGIST to join a flourishing department in a newly completed Science and Practical Block. Work available up to "O" and "A" levels for a suitably qualified candidate. Excellent teaching facilities including greenhouse, animal house and outside areas. Good opportunities for developing new courses, possibly including Environmental/Rural Science as the school grows.

The Cedars is a purpose built Upper School (13-18) with adjacent community facilities and situated on edge of attractive open countryside, with 772 on roll (228 in Sixth Form). Formerly a Grammar School, it will be taking its second comprehensive intake in September, 1977. Eventual size 1,100.

Application forms and particulars obtainable from and returnable to the Headmaster.

BERKSHIRE
WOKINGHAM DISTRICT
ST. CRISPIN'S SCHOOL
London Road, Wokingham
Berkshire
Required for January or as soon as possible thereafter: GRADUATE BIOLOGIST to establish the subject in the school and build up the department. Possibility of Scale 2 for applicant with suitable experience. The school is in its third year of comprehensive development. Application forms and further details from the Headmaster, quoting reference WSA 1306.

BRISTOL
LA RETRAITE HIGH SCHOOL
Catholic Direct Grant School
(554 girls, about 120 in the Sixth Form)
Required for September, 1977, a GRADUATE to share the teaching of BIOLOGY throughout the school to "O", "A" and "S" levels, together with some Junior Science. A particular interest in Ecology would be an advantage, but is not essential.

This is initially a Scale 1 post, but Scale 2 may be available later for a suitable applicant.

Further information and application forms from the Headmistress.

BROMLEY
(London Borough of)
RAVENSBOURNE SCHOOL FOR BOYS
Hayes Lane, Bromley BR2 9EH
(1,060 boys, 170 in Sixth Form)
An ASSISTANT MASTER or MISTRESS is required for April or September 1977 to teach PHYSICS throughout the school to G.C.E. Ordinary and Advanced levels.

Applications from newly qualified graduates will be welcomed. Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.

Letters of application (no forms) including copies of available testimonials and the name of two referees should be sent to the Headmaster as soon as possible.

CHANNEL ISLANDS
STATES OF JERSEY
EDUCATION COMMITTEE
JERSEY COLLEGE FOR GIRLS
(650 pupils, four to 19)
Required from September, 1977.—
SCIENCE GRADUATE (Scale 1) to share the teaching of PHYSICS to "O" level and COMBINED SCIENCE in Years One and Two in the Secondary Department. Ability to help with Middle School Chemistry or Biology an advantage.

Application forms and further details from Director of Education, P.O. Box 142, Highlands, St. Saviour, Jersey, C.I., to be returned to the Headmistress of the school by 22nd February, 1977.

CHESHIRE
LORETO CONVENT GRAMMAR SCHOOL
Altrincham
Required for September, 1977, GRADUATE to assist in the teaching of BIOLOGY (Scale 1) throughout the school to Advanced level.

Applications to the Headmistress with the names of three referees.

DEVON
TIVERTON SCHOOL
(Roll 1,400)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for BIOLOGY and ENVIRONMENTAL STUDIES to join a most successful team at present operating "A" and "O" level and C.S.E. courses. The three contributory schools have successful programmes of conservation work and outdoor pursuits. Excellent indoor and outdoor facilities. School to be reorganised as a 13 to 18 comprehensive school from September, 1977.

Scale 1 post.

The successful applicant will be expected to take up the appointment in September 1977.

Application forms and further information (stamped addressed envelope please) from Headmaster, Tiverton Grammar School, Barrington Street, Tiverton, returnable by 10th February, 1977.

EAST SUSSEX
TIDEWAY SCHOOL
Newhaven
Required from April at this 11 to 18 fully developed comprehensive school ASSISTANT TEACHER, Scale 1 [illegible]

Scheme of relocation grants available in approved cases.

Application forms and full details from the Headmaster, Tideway School, Southdown Road, Newhaven (foolscap stamped addressed envelope).

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
CHACE SCHOOL (BOYS' COMPREHENSIVE)
Churchbury Lane, Enfield, Middlesex
(1,000 boys, 400 in sixth form)
(Telephone: 01-363 7321)
Required for Easter or September, 1977, TEACHER of CHEMISTRY to "O" and "A" level. The school has a strong science department with a tradition of successful teaching to University Entrance level. London allowance payable, £297 per annum.

Readvertisement—previous applicants will be reconsidered.

Consideration given to the following: 100 per cent removal expenses (maximum £400); generous assistance with relocation costs; temporary housing accommodation for up to two years; £10 per week lodging allowance (up to four months) in certain cases.

Application forms, stamped addressed envelope, obtainable from the Headmaster, to whom they should be returned as soon as possible.

ESSEX
BARNSTAPLE SCHOOL
(Roll: 1,460)
Timberlog Close
Basildon SS14 1UX
Tel: Basildon 552091
Required for Summer Term, TEACHER of PHYSICS with subsidiary CHEMISTRY for the whole ability range, up to "O"/C.S.E. standard, and possibly beyond. Area Allowance £111 per annum.

KING HAROLD COMPREHENSIVE SCHOOL
(Roll: 1,100—11-18)
Broomstick Hall Road
Waltham Abbey
Tel: Lea Valley 714800/714018

BIOLOGY
Required as soon as possible a committed TEACHER of BIOLOGY to join a hard working and adventurous Science Department. The successful applicant will be required to teach Biology and Human Biology up to C.S.E. and "O" level and Combined Science in years 1 and 2. There is a possibility of sixth form work in the future. London Fringe Allowance.

SHOEBURYNESS COMPREHENSIVE SCHOOL
(Roll: 1,130)
Caulfield Road, Shoeburyness
Tel: Shoeburyness 2046
Required for April or September, to teach GENERAL SCIENCE in lower school and specialist subject in examination classes. Graduate preferred but not essential.

Application forms and further particulars may be obtained from the Head of the School concerned to whom completed application forms should be returned.

GLOUCESTERSHIRE
MARLING SCHOOL
Stroud
(Voluntary Controlled—Selective—Boys, 11-18, 175 in Sixth Form)
Required for September, 1977, GRADUATE to teach PHYSICS throughout the school. Scale 1. There are currently 40 boys taking "A" level Physics each year. Ability to help with games and extra curricular activities an advantage.

Application by letter to Headmaster stating curriculum vitae and names of two referees.

HAMPSHIRE
BEDALES SCHOOL
Petersfield, GU32 2DG
Co-educational, 13-18, 350 pupils
Required for the Summer Term, 1977, only, a graduate CHEMIST to teach the subject throughout the school, with some junior PHYSICS. Burnham Scale 1 or 2, according to experience and qualifications.

Apply by letter to the Headmaster with curriculum vitae and the names of three referees. Stamped addressed envelope will bring further details.

HAMPSHIRE
BEDALES SCHOOL
Petersfield, Hampshire, GU32 2DG
(Co-educational, 13 to 18, 350 pupils)
CHEMISTRY GRADUATE required for September, 1977 (or earlier) to assist in teaching the subject at all levels, and some PHYSICS in the lower part of the school. Burnham Scale 1 or 2, according to experience and qualifications.

The Headmaster welcomes applications by letter—no forms—including curriculum vitae, copies of testimonials and the names of three referees and will send further details on receipt of stamped addressed envelope.

HAMPSHIRE
[illegible]

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
HADHAM HALL SCHOOL
Little Hadham, near Ware
Full-time TEACHER for CHEMISTRY required for the beginning of the Summer Term to teach to G.C.E. "O" and "A" level. Graded post available for suitable applicant.

Further details from Headmaster, please enclose stamped addressed envelope.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
NOBEL SCHOOL
(Group 10)
Telford Avenue, Stevenage
(1150 mixed, all-ability, 70 in sixth form)
PHYSICS TEACHER required in April for C.S.E., "O" and "A" level classes for summer term or longer. There is the possibility of a Scale 2 post and later the headship of the department for an applicant with successful experience. Further details on request. Removal expenses may be paid.

Apply to the Head naming two referees.

HILLINGDON
(London Borough of)
SWAKELEYS SCHOOL
Clifton Gardens, Hillingdon, Middlesex
(Number on roll, 985; 55 in sixth form)
Headmistress, Miss Sutherland
Temporary SCIENCE TEACHER needed for the Spring Term to teach General Science in the first five-year groups, i.e., 11 to 16-year-olds. The school has a well-equipped science block. 11th year pupils take "O" and C.S.E. examinations in the subject.

Please write giving details of age, qualifications and experience to the Head Teacher, Swakeleys Comprehensive School, Clifton Gardens, Hillingdon, Uxbridge, Middlesex and enclose a stamped addressed envelope.

HOUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Education Department, the Civic Centre, Lampton Road, Hounslow, TW3 4DN.
LONGFORD SCHOOL
Tachbrook Road, Feltham, TW14 9PE.
Headmaster: Mr G. C. E. Whitehall J.P.
Required September 1977 or earlier if possible.
Suitably qualified GRADUATE to teach CHEMISTRY (Scale 1) at all levels in this 11 to 18 co-educational comprehensive (1,100 plus on roll, 11 plus to 18 plus age range) which is based on a School Counselling House-Tutorial organisation.

London allowance £297 payable.

If you are seeking your first appointment, please state, so that the appropriate form may be sent.

Apply to the School by letter for an Application Form, enclosing a foolscap stamped addressed envelope. Closing date 11 February, 1977.

ISLE OF MAN
BOARD OF EDUCATION
BALLAKERMEEN JUNIOR HIGH SCHOOL
(Co-educational Comprehensive 11 to 14 years: 1,150 pupils)
Required for September, 1977.—
TEACHER of GENERAL SCIENCE (Scale 1). The person appointed will be expected to teach through the [illegible] and ability range.

Application forms and further details from the Headmaster, Ballakermeen Junior High School, Douglas, to whom completed forms should be returned by 20th February, 1977.

ISLE OF MAN
BOARD OF EDUCATION
CASTLE RUSHEN HIGH SCHOOL
(Co-educational Comprehensive 11 to 16 years: 800 pupils)
Required for September, 1977.—
TEACHER of GENERAL SCIENCE (Scale 1), to teach up to C.S.E. level. More advanced work could be available for a suitable candidate.

Application forms and further details from the Headmaster, Castle Rushen High School, Castletown, Isle of Man, to whom completed forms should be returned by 28th February, 1977.

ISLE OF MAN
BOARD OF EDUCATION
CASTLE RUSHEN HIGH SCHOOL
(Co-educational Comprehensive 11 to 16 years: 800 pupils)
Required for September, 1977 —
TEACHER of PHYSICS (Scale 1), to assist with the work of the department to all levels.

Application forms and further details from the Headmaster, Castle Rushen High School, Castletown, Isle of Man, to whom completed forms should be returned by 28th February, 1977.

ISLE OF MAN
BOARD OF EDUCATION
DOUGLAS HIGH SCHOOL
(Co-educational Comprehensive 14 to 18 years: 900 pupils)
Required for September, 1977:—
GRADUATE TEACHER of PHYSICS (Scale 1). Work to G.C.E. "O" and "A" level is available for a suitably qualified and experienced applicant.

Application forms and further details from the Headmaster, Douglas High School, St. Ninian's, Douglas, to whom completed forms should be returned by 28th February, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
CHARTHAM COUNTY SECONDARY SCHOOL
(Mixed—Roll 397)
ASSISTANT TEACHER required for September, 1977, or earlier, to teach GENERAL SCIENCE throughout the school to C.S.E. level with a cross section of sets and years, to complement the Head of Department's teaching. Scale 2 post may be available for suitable candidate.

Apply by letter, giving the names and addresses of two referees, to the Headmaster, Chartham Secondary School, Chartham, near Canterbury, Kent.

LANCASHIRE
BOLTON SCHOOL
(H.M.C.—240 in Sixth Form)
PHYSICS TEACHER required for September, 1977 to teach throughout the school including a share of the "O" and "A" level work. A good honours graduate is sought, and a P.G.C.E. expected. The Department is a large and successful one, with a strong academic tradition. The post would be on Scale 1 for someone entering the profession, Scale 2 for someone with successful teaching experience. Ability to help with games an advantage. Further details sent on request.

Applications including full statement of qualifications and career to date, and names of referees, should be sent to the Headmaster, Bolton School, Bolton BL1 4PA.

LONDON, S.E.5
MARY DATCHELOR GIRLS' SCHOOL
Camberwell Grove
(Voluntary Aided Grammar School: three-form entry)
A well qualified GRADUATE in CHEMISTRY required for September 1977 to teach throughout the school, preferably with experience. Good opportunity for work at Ordinary, Advanced and Oxbridge entrance levels. Allowance for suitable candidate.

Applications with testimonials and names of two referees to the Headmistress, Miss E. R. Baldwin.

NEWCASTLE upon Tyne
City of:
EDUCATION COMMITTEE
RUTHERFORD SCHOOL
TEACHER OF PHYSICS
Required for 1st September 1977; a suitably qualified Teacher for appointment to a Scale 1 post for Physics for one year in the first instance.

Application forms, obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne, NE1 8PU, to be returned to the Headmistress, Rutherford School, West Road, Newcastle upon Tyne, NE4 9LH, within 14 days of the appearance of this advertisement.

NORTH YORKSHIRE
County of:
RICHMOND SCHOOL
(Comprehensive, Co-educational 1,280 pupils, sixth form 170)
Required as from April or September, 1977 —
TEACHER for large SCIENCE Department. Scale 1 Post. Main subject CHEMISTRY, preferably with supporting science. Best laboratories and wide range of courses.

Applications with curriculum vitae and the names of two referees should be sent as soon as possible to the Headmaster, Richmond School, Darlington Road, Richmond, North Yorkshire.

SHROPSHIRE
EDUCATION COMMITTEE
PHOENIX COMPREHENSIVE
Manor Road, Dawley, Telford, Salop.
TEACHER OF BIOLOGY required 1st May. Graduate preferred. "O" and "A" level work. Two laboratories. Scale 1 or II.

Further details from Head (stamped addressed envelope).

SURREY
GUILDFORD HIGH SCHOOL
(Church Schools Company)
London Road, Guildford, Surrey GU1 1SJ
Required in September, GRADUATE to teach BIOLOGY to University Entrance, with some middle-school Chemistry, as a member of a lively department with good facilities and technical assistance.

Apply by letter to the Headmistress, with curriculum vitae and names of two referees.

SUTTON
(London Borough of)
CARSHALTON HIGH SCHOOL FOR BOYS
Winchcombe Road, Carshalton
Required as soon as possible, a TEACHER of SCIENCE specialising in BIOLOGY and CHEMISTRY to teach Science throughout the School. Scale 1.

Applications to Headmaster in first instance.

WEST SUSSEX
SOUTHERN AREA
THE LITTLEHAMPTON SCHOOL
Littlehampton
(Mixed Comprehensive 11 to 18)
Required for Summer Term only from mid April, temporary TEACHER of BIOLOGY at a variety of levels, including some Junior Science.

Write to Headmaster at school giving relevant personal details and names and addresses of two referees.

WILTSHIRE
DAUNTSEY'S SCHOOL
West Lavington, Devizes
(H.M.C.; direct grant (going independent); 325 pupils; open sixth form college in the neighbouring 11 to 16 Lavington Comprehensive School; coeducational as from last September)
Well-qualified GRADUATE required for September, 1977, to teach CHEMISTRY to "A" and "S" level with some PHYSICS in the lower school (11 to 13) in a department of four. Nuffield and traditional approaches in teaching.

Salary: Burnham Scale 1 or 2 according to experience and other qualifications.

Applications, with curriculum vitae and the names of two referees, should be made to the Headmaster, from whom further details may be obtained.

WIRRAL
(Metropolitan Borough of)
BEBINGTON SECONDARY SCHOOL FOR GIRLS
Higher Bebington Road, Bebington, Wirral, Merseyside
Approximately 900 on roll
From Summer Term:—
TEACHER to teach CHEMISTRY to "O" level and some PHYSICS to junior forms.

Application forms from the Headmistress on receipt of stamped addressed envelope, to be completed and returned as soon as possible.

Social Studies

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
VANDYKE UPPER SCHOOL AND COMMUNITY COLLEGE
Vandyke Road, Leighton Buzzard, Beds.
10-form entry: co-educational 13 to 18.
Headmaster: Bernard Vaughan J.P., B.A.
Required for September: HEAD of SOCIAL and BUSINESS STUDIES, Scale 5. This Upper School opened in 1976 in new buildings with a 13-plus entry of 300 and will rise over four years to its ultimate total of 1,100 plus.

This important area of the curriculum will have exceptionally well equipped accommodation opening in April, 1977, backed by excellent general facilities including a Resource Centre. The Department will introduce and develop a wide range of subjects and skills associated with the business world with appropriate examination work up to and including "A" level. Further planning and equipping has yet to be undertaken.

Substantial recent Sixth Form experience essential. [illegible] members of the profession encouraged to apply.

Further details [illegible]

County of Cleveland

SECONDARY SCHOOLS

All Secondary Schools are mixed Comprehensive Schools.

11-18 SCHOOL

SCALE 1—SCIENCE

EGGLESCLIFFE SCHOOL (Roll 1,340), Urlay Nook Road, Eaglescliffe, Cleveland TS16 0LA. (Tel.: Eaglescliffe 782465)

Required for the Summer Term in the first instance, a teacher for SCIENCE, mainly Biology, but able to offer Chemistry up to 'O' level. Ability to offer General Science up to C.S.E. an advantage.

11-16 SCHOOL

SCALE 1—FRENCH

SARAH METCALFE SCHOOL (Roll 867), Surns Road, Teesville East, South Bank, Cleveland TS6 9AW (Tel.: Eston Grange 66101)

Required for April, 1977, a teacher of FRENCH. Ability to teach some German and/or English an advantage.

Financial assistance with household removal expenses is available in approved cases.

Further details and application forms are obtainable from the Head Teachers at the addresses shown above.

Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement.

Walsall Metropolitan Borough Education Committee

SECONDARY SCHOOLS

Frank F. Harrison Comprehensive School
Leamore Lane, Leamore, Walsall WS2 7NR
Required April or September, 1977.

HEAD OF MUSIC (SCALE 3)

Well qualified, experienced Music Teacher to take charge of a well-established and lively department.

Forms of application available from the Head Teacher to whom they should be returned.

Barr Beacon Comprehensive School
Old Hall Lane, Aldridge, Walsall
Required as soon as possible.

1. ASSISTANT TEACHER OF FRENCH
2. ASSISTANT TEACHER OF PHYSICS

Application forms obtainable from the Head Teacher to whom they should be returned.

St. Francis of Assisi R.C. Comprehensive School
Erdington Road, Aldridge, Walsall
Required for Easter.

HEAD OF HISTORY (SCALE 3)

Well qualified, experienced Roman Catholic graduate to take charge of well established courses at CSE, 'O' and 'A' level.

Application forms and further details in respect of the above post may be obtained from the school (Tel. Aldridge 52686). Completed forms to the Clerk to the Governors, c/o St. Francis of Assisi School, as soon as possible.

MIDDLE SCHOOLS

Blackwood Middle School
Blackwood Road, Streetly, West Midlands
9-13   810 on Roll
Required for Easter.

HEAD OF EXPRESSIVE ARTS (SCALE 3)

To organise and supervise Art, Craft and Design teaching throughout the school and to have responsibility for the development of these subjects with Drama and Music.

Further information and application forms may be obtained from the Head.

PRIMARY SCHOOLS

Nosse Lane Infant School
Group 4
Required for Easter.

HEAD TEACHER

Applications are invited for the above post including responsibility for some Junior pupils in the shod form.

Application forms and further details available from the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall and should be returned on or before 14 February, 1977.

SPECIAL SCHOOLS

Castle School
Odell Road, Leamore, Walsall
Tel. Bloxwich 76129
Required for Easter, 1977.
Suitably qualified teacher to be responsible for

HANDICRAFT

In this special school for children with learning difficulties. Well equipped craftroom.

Salary Scale 2 plus £351 Special Schools Allowance.

Prospective candidates are welcome to visit the school to discuss the post with the Head Teacher, Mr. M. Ainscow.

Application forms and further details from the School, to whom they should be returned.

St. Margarets Hospital Special School
Great Barr Park, Birmingham
Required as soon as possible.
Experienced teacher to be responsible for

CURRICULUM DEVELOPMENT

throughout the school. (Approx. 80 mentally handicapped and 40 multiple handicapped children—all ages). Scale 2 (S) post. Application forms obtainable from the Head Teacher to whom they should be returned.

COUNTY OF SOUTH GLAMORGAN

Required for April unless otherwise stated.

SPECIAL
LLANEDEYRN HIGH SCHOOL, Cardiff (11-18 Comprehensive) 9 Form Entry
PARTIALLY HEARING UNIT: Scale 2 Plus Special Schools Allowance
Qualified teacher of the deaf to take charge of a well equipped unit organized on an integrated basis.

SECONDARY
MOSTYN R.C. HIGH SCHOOL, Cardiff (11-18 Comprehensive) 7 Form Entry
PHYSICS: Scale 3
Required for April or September experienced teacher to be responsible for the subject throughout the school and to teach to "O" and "A" Levels.

PRIMARY
ST MONICA'S CHURCH in WALES JUNIOR and INFANT SCHOOL, Cardiff
Scale 2: MUSIC
The Managers invite applications from experienced teachers who are practising members of the Anglican Communion for the above post.

Application forms may be obtained from the undersigned on receipt of a stamped addressed envelope, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

SMALL HEATH SCHOOL AND COMMUNITY CENTRE (formerly Bordesley Community School)
Group 11 plus S.P.A. 8 f.e. Comprehensive 11-18 mixed. 1,000 on roll.
In September, 1977, this new Community School will move into new premises with purpose-built Science accommodation, comprising three specialist laboratories, an open plan area designed for half year teaching groups of 90 pupils in years 1-3, a separate pupils' work area, a large resource/stock room and access to a computer terminal. Two laboratory technicians are available to service the Department of Science.
In addition to the school there is a new public library, swimming pool and youth and community centre. This situation offers exciting prospects for developing education in its widest sense.

Required Easter or as soon as possible:

(a) HEAD OF DEPARTMENT AND CO-ORDINATOR FOR HUMANITIES (Scale 4 plus S.P.A.)
This appointment has dual responsibility as follows:
(i) Head of Department Scale 3 for ONE of the following: HISTORY, GEOGRAPHY, R.E., ECONOMICS/BUSINESS STUDIES, COMMUNITY AND SOCIAL EDUCATION.
(ii) An additional point for the overall co-ordination and leadership in this broad curriculum area.

(b) HEAD OF SCIENCE (Scale 4 plus S.P.A.)
Further details may be obtained from the Head, Mr. A. M. Oadeby, B.A., Silvermere Annexe, Silvermere Road, Birmingham B26 3XA, to whom completed applications should be returned by Wednesday, 16th February, 1977.
There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated:

Application forms and details (s.a.e. foolscap) from the Heads of the schools.

Please quote reference 4/2 on correspondence.

FURTHER EDUCATION

Yeovil College, Yeovil
(Re-advertisement).
Required as soon as possible, Lecturer 1 in Welding and Panel Beating to craft and technician level in the School of Automobile Engineering. Salary within the scale £2,781 to £4,689 at a point to be arranged according to industrial/teaching experience.
Previous applicants will be re-considered.
Further particulars and application form (s.a.e.) from the Vice-Principal, Yeovil College, Ilchester Road, Yeovil BA21 3BA.
Returnable not later than February 14, 1977.

SECONDARY

Bishop Fox's Girls' Grammar, Taunton (11-18, 1,000)
For September, 1977, teacher, scale 4.
Head of Chemistry/Head of Science.
Chemistry graduate with at least four years' experience, to organise Chemistry Department. Knowledge of Nuffield courses essential. A suitable candidate may be offered the post of Head of Science, both scale 4 posts.
Closing date, February 25, 1977.

Sexey's V.C. Grammar Bruton (11-18, 350 boys)
For September, 1977.
Head of Modern Languages, Scale 3.
Following reorganisation (proposed 1979) the School has an interesting future as a co-educational boarding establishment (11-16), with a sixth form centre for boarding and day pupils.
Closing date February 21.

COUNTY SECONDARY SCHOOLS

SCALE 2 POSTS AND ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope to Head of School.

Bartley Green Girls' School, Stonehouse Lane, B32 3AE
Required Easter, 1977:
Scale 2. A well-qualified person to teach FRENCH to C.S.E. and 'O' level.

Bidknow School, Small Heath, B10 0HU
Required Easter:
Scale 2. Responsibility for GIRLS' PHYSICAL EDUCATION throughout the school.

Washwood Heath School, Burney Lane, B8 2AS
HEAD of BUSINESS STUDIES, Scale 3.
Experienced and well-qualified candidate to be responsible to Headmaster for further development of thriving department. Excellent facilities housed in new rooms. Full details from Headmaster. There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

SURREY COUNTY COUNCIL

*FRINGE AREA LONDON ALLOWANCE £150 p.a. THROUGHOUT THE COUNTY.
*Generous relocation expenses in approved cases.

POSTS OF RESPONSIBILITY

COMPREHENSIVE

HASLEMERE, WOOLMER HILL COUNTY SECONDARY
ENGLISH with responsibility for LIBRARY. Scale 2.
Telephone Haslemere 2746.

HORLEY, COURT LODGE COUNTY SECONDARY
HEAD OF HISTORY. Scale 3.
Telephone Horley 2018.

SUNBURY, BISHOP WAND C of E SECONDARY
PHYSICS. Teacher to take subject to C.S.E., 'O' and 'A' level. Scale 2 for suitable candidate.
Telephone Sunbury 87537.

SUNBURY, ST. TERESA'S R.C. SECONDARY
GEOGRAPHY. Teacher to accept responsibility throughout the school, to C.S.E., 'O' and 'A' levels. Scale 3 for suitable applicant.
Telephone Sunbury on Thames 83811.

TADWORTH, DE BURGH COUNTY SECONDARY
HISTORY to 'A' level with possibility of some ECONOMICS with PUBLIC AFFAIRS. Scale 2.
Telephone Burgh Heath 50713.

WEYBRIDGE, HEATHSIDE
HEAD OF MATHEMATICS, Scale 4.
Telephone Weybridge 48162.

WOKING—NEW 12-16 (to open September 1977)
*HOME ECONOMICS (COOKERY).
*NEEDLECRAFT (related to CRAFT/DESIGN area of the curriculum).
*RELIGIOUS STUDIES.
*BIOLOGY.
SPECIAL EDUCATION—to cater for the exceptional needs of individual children.
Scale 2 posts are available for suitable candidates.
*Responsible for the subject.
Further details from Mrs. R. Bradbury, Telephone 01-393 0117 between 2 and 5 p.m.

SCALE 1 POSTS

COMPREHENSIVE

CAMBERLEY, COLLINGWOOD COUNTY SECONDARY
ENGLISH. Well experienced teacher capable of and willing to teach from Remedial to 'A' level.
Telephone Camberley 64048.

EFFINGHAM, HOWARD OF EFFINGHAM COUNTY SECONDARY
PHYSICS teacher required.
Telephone Bookham 53694.

FRIMLEY, TOMLINSCOTE COUNTY SECONDARY
FRENCH. Teacher to take subject to C.S.E., 'O' and 'A' level.
Telephone Camberley 28768.

STAINES, MATTHEW ARNOLD COUNTY SECONDARY
MUSIC teacher required.
Telephone Staines 57275.

Further details available from the Head where the telephone number is shown. Application forms available on receipt of a stamped, addressed, foolscap envelope from the County Education Officer, County Hall, Kingston-upon-Thames KT1 2DJ.

SECONDARY continued

Speech and Drama

Other Posts on Scale 2 and above

DONCASTER EDUCATION COMMITTEE EDLINGTON COMPREHENSIVE SCHOOL Tait Avenue, Edlington, Doncaster DN12 1HM (Telephone: Rotherham 864100)
Required for April, 1977:— TEACHER IN CHARGE OF DRAMA—Scale 3
A suitably experienced TEACHER to be in CHARGE of DRAMA within the Faculty of English. The school is excellently equipped for drama activities and enjoys a high reputation in this field. The post becomes vacant owing to promotion of present holder to a Deputy Headship in a comprehensive school.
The school is purpose-built, comprehensive, occupying a 30-acre site on the edge of open country. It takes all pupils aged 11 to 18 living within its large and socially well-mixed catchment area.
Application forms and other details are available from the Headmaster, to whom they should be returned by February 16, 1977.

Scale 1 Posts

COVENTRY (City of) CARDINAL NEWMAN R.C. MIXED COMPREHENSIVE SCHOOL (1,440 on roll)
Required Easter or Autumn Term, 1977: TEACHER to take charge of DRAMA within a flourishing English Department. Scale 1. Further details from the Headmaster.
Apply by letter giving full details (age, qualifications, experience) and names and addresses of two educational referees to the Headmaster of the school, Sandpits Lane, Coventry CV6 2FR.

Technical Studies

Heads of Department

AVON COUNTY HANHAM NEW COMPREHENSIVE SCHOOL (First six-form entry September, 1977, rising to eight-form entry by stages)
Required in September, 1977, for this new purpose-built comprehensive school, a HEAD of the CREATIVE FACULTY, Scale 4. Further details (send stamped addressed envelope) from the Headmaster, care of Education Office, High Street, Kingswood, Bristol BS15 4AR.

CROYDON [illegible] SCHOOL See advertisement under INDEPENDENT SCHOOLS.

ISLE OF MAN BOARD OF EDUCATION DOUGLAS HIGH SCHOOL (Coeducational comprehensive, 14 to 18 years; 900 pupils)
Required for September, 1977— HEAD of TECHNICAL STUDIES DEPARTMENT (Scale 5) to coordinate existing courses in Woodwork, Metalwork and Technical Drawing. An experienced teacher is required with the initiative to develop craft subjects within and outside the external examination syllabus.
Application forms and further details from the Headmaster, Douglas High School, St. Ninian's, Douglas, to whom completed forms should be returned by February 26, 1977.

Other Posts on Scale 2 and above

BEDFORDSHIRE EDUCATION SERVICE SOUTHERN AREA THE CEDARS UPPER SCHOOL AND COMMUNITY COLLEGE Mentmore Road, Leighton Buzzard LU7 7PA Headmaster: P. W. S. Stowe, O.A.
Required for September: A TEACHER of TECHNICAL STUDIES with a particular specialisation in Metalwork/Engineering. Work available in other subjects, especially Physics. The Science and Technical Studies areas lie adjacent to each other in a newly completed block with a full range of excellent equipment. Particular opportunity for the development of new courses in Technology linking Science and Engineering. Scale 2 post for suitably qualified applicant.
The Cedars is a purpose-built Upper School (13 to 18) with adjacent community facilities, with 772 on roll (229 in Sixth Form). Formerly a Grammar School, it will be accepting its second comprehensive intake in September, 1977.
Application forms and particulars obtainable from and returnable to the Headmaster.

CROYDON [illegible] SCHOOL, TEACHER to work in DESIGN OF [illegible]. See under Independent Schools.

CROYDON (London Borough of) RIDDLESDOWN HIGH SCHOOL Honister Heights, Purley Surrey CR2 [illegible] Telephone: 01-660 5156 Tenable: As soon as possible
Required as soon as possible: a TEACHER of TECHNICAL DRAWING within the Technology Department at this 11 to 18 comprehensive school for 1,250 pupils. A Scale 2 post would be available for a suitably experienced and qualified teacher who is prepared to accept responsibility. There are two purpose-built technical drawing rooms and candidates are prepared for C.S.E. and "O" level. An interest in outdoor pursuits would be an advantage.
Salary: Burnham Scale 2 with London Area allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from (and returnable to) the Head Teacher at the above address as soon as possible.

LINCOLNSHIRE LINCOLN, SOUTH PARK HIGH SCHOOL Burnham Scale 3, £3,669 to £5,229 (Number on roll: 730)
Required in September, 1977, a well qualified, experienced TEACHER to be HEAD of TECHNICAL STUDIES. This department has a vital role in the developing school which in September, 1974, began to change gradually from the former girls' grammar school to a 5/6 form entry coeducational comprehensive school. Applicants should be aware of modern developments in the teaching of Design, Craft and Technology. The post provides the opportunity for a teacher with imagination, an ability to organise the work through the school and an interest in developing Design and Technology courses up to Advanced level. Initial courses have been established in temporary workshops and a new Technical Studies area is part of 1977 extensions.
Application forms and further particulars on receipt of stamped addressed envelope from the Headmistress at the School, Cross O'Cliff Hill, Lincoln. Closing date 18 February, 1977.

NEWHAM (London Borough of) LISTER SCHOOL St. Mary's Rd., London, E13 9AE Roll: 1,320; Coeducational 11-18 years Head Teacher: Mr R. O. S. Clinn, B.A.
Required Easter, 1977— TEACHER of WOODWORK/METALWORK with the Faculty of Creative Arts (Scale 2 post).
Ability to teach Motor Maintenance an advantage, but not essential.
Excellent modern workshops.
Burnham Scales plus London Allowance £402; plus Annual Supplement £312; plus Social Priority Allowance £201 or £276.
Application forms may be obtained from the Head Teacher, Tel.: 01-471 3311 and should be returned to the undersigned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford, E15 4BH.

Scale 1 Posts

BRENT (London Borough of) CLAREMONT HIGH (MIXED) SCHOOL Claremont Avenue, Kenton Harrow, HA3 0UH (Roll 1,240; 11 to 18; Comprehensive, in a pleasant residential area)
Required from Summer term: TEACHER able to teach WOODWORK throughout the school. The Handicraft Department is well equipped and consists of five Woodwork, two Metalwork, two Drawing Offices and a Motor Vehicle Workshop. The successful candidate will have and should be responsible for a new Workshop. In Woodwork there are courses at "O" and C.S.E. levels and potential for "O" level Design Technology and "A" level studies. Scale 1 post available.
London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the school within seven days giving age, present post, qualifications, experience and references.

BROMLEY (London Borough of) Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.
THE RAMSDEN SCHOOL FOR BOYS Ollimans Road, Orpington Kent Orpington 31075 Six Form Entry Comprehensive Headmaster, D. A. Davies, B.Sc.
Required in September, 1977, an enthusiastic all round TEACHER of TECHNICAL STUDIES to join a lively team engaged in the development of a design based approach to craft work. The appointed teacher will need to be able to make a contribution to the subject in general and to work with a variety of materials.
This position would be particularly suitable for a recently qualified candidate wishing to gain experience in a department offering a wide range of courses. Examination courses being offered in Woodwork, Metalwork, Headcraft, Building Construction, Engineering Science and Technical Drawing at C.S.E. and G.C.E. "O" level and "A" level.
The school is housed in modern buildings on an attractive site shared with The Ramsden School for Girls. The joint sixth form of 300 boys and girls already offers a wide range of well established G.C.E. Advanced level courses.
Application forms available from the Headmaster and should be returned as soon as possible.

COVENTRY BABLAKE SCHOOL (Direct Grant formerly Independent) (Boys 7[illegible], Girls 80, Sixth Form 2[illegible])
Required for September, 1977, TEACHER of HANDICRAFT (METAL and WOOD). All pupils do craft up to the Fourth Form, some in Fifth. It is an option in the Sixth Form General Studies courses. Machine drawing is also an option.
Applications with curriculum vitae and names of two referees to Director, Coventry School, Bablake, Coventry, CV1 4AU. Salary, Burnham Scale with addition.

CROYDON (London Borough of) HALING MANOR HIGH SCHOOL Kendra Hall Road, South Croydon CR2 6DT Telephone: 01-681 1141 Tenable: 19th April or 1st September, 1977
A TEACHER of TECHNICAL SUBJECTS including one or more of Woodwork, Metalwork, Technical Drawing. A preparedness to introduce Vehicle Maintenance would be an advantage. Excellent facilities. A vacancy due to retirement.
Salary—Burnham Scale 1, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

DERBYSHIRE EDUCATION COMMITTEE ST. THOMAS MORE R.C. SCHOOL Upper Moor Road, Derby DE2 9RY Tel. Derby 44090 Group X. 11 to 18 years
TECHNICAL STUDIES (Easter 1977)
Applications are invited from appropriately qualified TEACHERS able to share in the planned development of an integrated design approach. Candidates (members of other denominations are welcome to apply) must be in full sympathy with the ethos of a Christian School. Initially Scale 1.
Full details and application form from the Headmaster (stamped addressed envelope please).
Closing date: February 16, 1977.

DEVON CHULMLEIGH SCHOOL AND COMMUNITY COLLEGE (Roll 600)
ASSISTANT TEACHER (Scale 1) required April or September for METALWORK (mainly) department school with other craft subjects.
Application forms (stamped addressed foolscap envelope required) from Headmaster, returnable by 18th February.

DEVON ILFRACOMBE SCHOOL AND COMMUNITY COLLEGE (Roll 1,320)
ASSISTANT TEACHER (Scale 1) required September for TECHNICAL STUDIES. An all-round interest in Workshop Crafts with special skills in Graphics desirable.
Application forms (stamped addressed foolscap envelope required) from Headmaster, returnable by 18th February.

HERTFORDSHIRE COUNTY COUNCIL STEVENAGE DIVISION THE HEATHCOTE SCHOOL, Shephall Green, Stevenage SG2 9XT (830 mixed Comprehensive: 70 in Sixth)
TEACHER of TECHNICAL STUDIES (Scale 1) required for Easter or September, 1977, with particular skill in woodwork. The ability to work with other materials and to offer some Technical Drawing will be an advantage.
Further details on request. Removal expenses may be paid. Apply to the Head, naming two referees.

HILLINGDON (London Borough of) (NEW) HAYDON SCHOOL
A TECHNICAL STUDIES SPECIALIST TEACHER, Scale 1, required for September, 1977. The school is at present Grammar changing to Comprehensive in September and the vacancy arises due to the expansion of the department. Present courses include Design and Technology to "O" and "A" level and Technical Drawing to "O" level. The post is suitable for an applicant seeking a first appointment and initially willing, if required, to share in the teaching of Metalwork, Woodwork and Technical Drawing.
Haydon School, a six-form entry comprehensive, is being formed by the merger of the existing St. Mary's (Girls) and St. Nicholas (Boys) Grammar School.
Apply by letter to the Head Teacher Designate (Miss N. Hornsby, M.A.), St. Mary's Grammar School, Wiltshire Lane, Eastcote, Pinner, Middlesex.
Please enclose a stamped addressed envelope. London Allowance payable.
Seventy-five per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

LINCOLNSHIRE NORTH KESTEVEN SCHOOL Burnham Scale 1, £2,955 to £4,008 (Number on roll: 1,890)
Required from 20 April, 1977, or as soon as possible thereafter, a TEACHER of TECHNICAL STUDIES. The subject is taught throughout the school in all ages and ability ranges including Woodwork and Metalwork at C.S.E. and Craft, Design and Practice at G.C.E. "O" and "A" levels. This is a Scale 1 post and would be equally suitable either for an experienced teacher or a newcomer to the profession. The school is an 11-18 comprehensive school situated in North Hykeham, a residential area adjoining the southern boundary of Lincoln.
Application forms and further particulars obtainable from the Headmaster at the School, Moor Lane, North Hykeham, Lincoln, on receipt of stamped addressed envelope, to whom they should be returned as soon as possible.

NEWCASTLE upon Tyne (City of) EDUCATION COMMITTEE WALKER SCHOOL TECHNICAL SUBJECTS (Scale 1)
Applications are invited from suitably qualified Teachers of those Craft subjects for September 1977, in this co-educational Comprehensive School for 1,450 pupils.
The modern boys' crafts facilities have recently been substantially extended to provide a wide range of opportunities and the successful candidate should be willing and able to contribute to several areas in the department. This is a Scale 1 post plus S.P.A. allowance.
Application forms obtainable from the Director of Education, Civic Centre, Barras Bridge, Newcastle upon Tyne, NE1 8PU, should be returned to the Headmaster, Walker School, Middle Street, Newcastle upon Tyne, NE6 4HY, within 14 days of the appearance of this advertisement.

NORTH YORKSHIRE (County of) BEDALE SCHOOL (Mixed comprehensive 11 to 16, No. on roll: 760)
Required from beginning of Autumn Term, 1977: TEACHER for TECHNICAL STUDIES
Full facilities available. Suitable for new entrant.
For details and application form send stamped addressed envelope to the Headmaster, Bedale School, Bedale, North Yorkshire DL8 2EQ. Forms returnable within ten days of the appearance of this advertisement.

NORTH YORKSHIRE (County of) PINDAR SCHOOL Scarborough (Comprehensive Mixed 11 to 16; 980 on roll)
Required from Easter or as soon as possible: TEACHER (Scale 1) to participate in the development of a design-based approach to WORKSHOP CRAFTS and TECHNOLOGY. An interest in mathematics would be advantageous, although not essential. Applications from newly qualified teachers would be welcome.
The school, situated to the south of Scarborough, has a rapidly developing Technical Studies Department in modern workshops.
Application forms may be obtained from the Head, Pindar School, Eastfield, Scarborough, North Yorkshire, to whom they should be returned within 10 days of the appearance of this advertisement.

NORTHAMPTONSHIRE CORBY SOUTHWOOD SCHOOL Oakley Road, Corby, Northants NN17 1NE
Required for September, a well-qualified TEACHER of WORKSHOP CRAFTS to teach WOODWORK to examination level with some METALWORK and SOCIAL CRAFTS.
This is a new post offering excellent opportunities. Housing is readily available in the area.
Further details and application forms from the Headmaster (stamped addressed envelope). Applications should be returned within two weeks of the appearance of this advertisement.

SHROPSHIRE EDUCATION COMMITTEE SECONDARY TEACHING VACANCY 19th APRIL, 1977 Scale 1
OSWESTRY HIGH SCHOOL FOR BOYS Holbache Road, Oswestry, Salop
WOODWORK SPECIALIST competent in Design approach. Help in other curriculum areas desirable.
Further details from the Headmaster: Mr. B. E. McLoughlin.

WILTSHIRE COUNTY COUNCIL THE GEORGE WARD SCHOOL Melksham (Co-educational, comprehensive, 1,325 on roll)
Required for Summer Term: A TEACHER of WOODWORK (Scale 1) within the Faculty of Design. The school is in new buildings and working facilities are excellent. The subject is taught as part of an integrated Design Course and as an academic course to G.C.E. and C.S.E. levels.
This post is suitable for either a teacher of some experience or a young teacher seeking a first appointment.
Application forms and further particulars from the Headmaster on receipt of stamped addressed envelope (foolscap). Closing date February 16.

Other than by Subject Classification

Heads of Department

DORSET CORFE HILLS UPPER SCHOOL Corfe Mullen, Wimborne (Group 10). Coeducational
Required September, 1977 DEPUTY HEAD of LIBERAL STUDIES FACULTY—Scale 5 (Geography, History, Religious Education, Music and Business Studies). The person appointed will be expected to teach Music and to assume full responsibility for that area of the curriculum, but initially it will be necessary to offer a second subject, not necessarily in the Liberal Studies Faculty.
The post could be restricted to Head of Music (Scale 2) and candidates who wish to be considered for this situation are also invited to apply.
There is already in the school a lively orchestra and excellent provision of instruments.
This Comprehensive School opened in September, 1976, with 129 13-plus pupils and will expand to 420 pupils this September in the new purpose-built premises. The age range will then be 13 to 14.
Assistance with removal and legal expenses.
Application forms and further details may be obtained from the Headmaster on receipt of stamped addressed envelope, Corfe Hills School, King Street, Wimborne BH21 1EQ.

DURHAM COUNTY COUNCIL CONSETT BLACKFYNE COMPREHENSIVE SCHOOL 1,200 on roll, 140 in Sixth Form
HEAD of GENERAL STUDIES—Scale 4.
Qualified TEACHER, well experienced in Pastoral work, required for September, 1977, to coordinate the development of courses for the less able.
Further details from Head Teacher (Tel. Consett 503515).
Stamped addressed envelope for application form to Area Administrative Officer, Area Education Office, Durham Road, Blackhill, Consett.
Closing date for receipt of applications: 21st February, 1977.

KENT COUNTY COUNCIL EDUCATION DEPARTMENT GRAVESHAM DIVISION
MEOPHAM SECONDARY SCHOOL Meopham, Gravesend
Two HEADS of YEAR (Scale 3) are required for September, 1977, to be responsible for matters within two of the first three year groups, together with willingness to take responsibility for some subject area.
This is a new eight-form entry school which opened in September, 1975. It is a mixed High School with comprehensive intake into its Lower School. At 13-plus some pupils transfer to Upper (13 to 18) schools.
Letters of application, naming two referees and subjects offered, and curriculum vitae, should be submitted as soon as possible to the Headmaster at the school (telephone Meopham 814042).

Other Posts on Scale 2 and above

KENT COUNTY COUNCIL EDUCATION DEPARTMENT TUNBRIDGE WELLS DIVISION
ANGLEY HIGH SCHOOL (Mixed) Cranbrook (Roll 1,040)
Required for September, HEAD of YEAR (Scale 3) to be the leader of a team of 12 teachers responsible for the handling of academic and pastoral information of 200 first year pupils. Teaching commitment would be for two thirds of the week. Liaison work with Primary Schools colleagues is already well established. The person appointed would join a team of young senior staff responsible for pastoral work and would head a team of group tutors who would aid in the running of the year.
We are looking for a teacher who has relevant experience and who has a clear understanding of standards of work which can be expected from children throughout the total ability range.
Applications by letter to the Headmaster, giving names and addresses of two referees, by February 23rd.

Scale 1 Posts

BRENT (London Borough of) EDUCATION COMMITTEE
Required as soon as possible: SUPPLY TEACHERS. Applications are invited from experienced TEACHERS, preferably with graduation completed, to teach ENGLISH, MODERN LANGUAGES and PHYSICAL EDUCATION in Secondary Schools.
Applications will also be considered for teachers able to teach in both Secondary and Primary Schools.
Salary is payable on Scale 1 at the rate of 1/200th of annual salary per day including London Allowance and Social Priority Allowance where applicable.
Application forms (stamped addressed envelope) are available from and returnable to Director of Education (STAFF, BW), P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW.

CROYDON (London Borough of) TAUNTON MANOR HIGH SCHOOL Homefield Road, Old Coulsdon, Surrey CR3 1JS Tel: Downland 51461 Tenable: 19th April, 1977.
Required for April, 1977, a well qualified and suitably experienced TEACHER, preferably with graduate qualifications in general arts subjects, to teach some junior LATIN and CLASSICAL STUDIES, and in addition to offer one or more of the following: geography, history, English, divinity. The school is an 11 to 14 co-educational comprehensive high school, modern and well equipped.
Salary—Burnham Scale 1, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

DURHAM COUNTY COUNCIL STANLEY COMPREHENSIVE SCHOOL 800 on roll
EDUCATIONAL GUIDANCE, Scale 4. Well qualified and experienced TEACHER required for September 1977 to supervise all aspects of educational guidance throughout the school. Further details from Head Teacher (Tel. Stanley 32000).
Stamped addressed envelope for application form to Area Administrative Officer, Area Education Office, Durham Road, Blackhill, Consett.
Closing date for receipt of applications: 21st February, 1977.

EAST SUSSEX COUNTY COUNCIL THE GROVE SECONDARY SCHOOL Headmaster: Mr. N. H. Wilcock, B.Sc.
Required for September, 1977, an ASSISTANT TEACHER for MATHEMATICS and SCIENCE in the Lower School. Scale 1 post.
Application forms (to be returned by Monday, 21st February, 1977) from the Headmaster at the school, Wishing Tree Road, St. Leonards-on-Sea.

KENT ST. MARY'S CONVENT Recognised Independent Secondary School [illegible] Road, Folkestone, Kent
Required for April, 1977: GRADUATES to teach BIOLOGY and CHEMISTRY.
Required for September, 1977:— RELIGIOUS EDUCATION SPECIALIST (R.C.). GRADUATES to teach ENGLISH, HISTORY, MATHEMATICS to "A" level.
Salary Burnham Scale.
Candidates holding Religious Certificate preferred.
Application forms from Headmistress.

LEEDS ST. MICHAEL'S COLLEGE St. John's Road
Temporary TEACHER required for Summer Term (1st May to 31st August), able to teach PSYCHOLOGY to Advanced level. A graduate new to the profession may be considered.
Letters of application to the Headmaster at the above address giving curriculum vitae, naming two referees and indicating other subjects which the applicant is able to teach.

LONDON, S.E.1 NOTRE DAME HIGH SCHOOL 118 St. George's Road, S.E.1 (640 girls on roll)
(Three-form grammar school changing gradually from September, 1977, to become a four-form entry comprehensive school)
(1) Required September, 1977, a GRADUATE to teach MATHEMATICS to "O" and "A" level. Scale post available to suitable applicant.
(2) Required Easter or September, 1977, part-time (.5) PHYSICAL EDUCATION SPECIALIST for netball, hockey and dance.
Apply Headmistress with curriculum vitae.

NORFOLK COUNTY COUNCIL EDUCATION DEPARTMENT ST. EDMUNDS R.C. SECONDARY SCHOOL (Roll 300) Kennedy Avenue, Gorleston Great Yarmouth Norfolk, NR31 6TR
Scale 2 post available for suitably qualified TEACHER to teach FRENCH and/or MUSIC throughout the school. Persons seeking first teaching appointment (September 1977) may apply but Scale 1 will only be offered to these applicants.
Application forms and further details may only be obtained by sending a stamped addressed envelope to the Head at the school.
Removal expenses paid in accordance with the Authority's scheme.

WIGAN Metropolitan Borough of SHEVINGTON COUNTY HIGH SCHOOL Shevington Lane, Shevington, Wigan WN6 8AB (11 to 16 mixed comprehensive)
Required for 1st April 1977:
1. HEAD of REMEDIAL DEPARTMENT.
2. Scale 1, MATHEMATICS TEACHER to "O" level and C.S.E. work in both cases.
Application forms and further particulars available from and returnable to the Headteacher (stamped addressed envelope). Closing date 18th February, 1977.

Bolton Metropolitan Borough

Required for 1st May 1977:

Head Teacher, Group 5 (s)

Required for Woodside Junior School, 425, Chorley New Road, Bolton. This is an ESN(m) school of 100 pupils. Further details available with application form which should be returned to the Director of Education in this case.

Teacher of Music (Scale 1)

Temporary appointment to 31st August, 1977.
BROWNLOW FOLD HIGH SCHOOL
Mort Street, Bolton. (300 boys)

Teacher of Religious Education (Scale 1)

Temporary appointment to 31st August 1977.
BOLTON COUNTY GRAMMAR SCHOOL
Newby Road, Bolton
(Co-educational 720 pupils)

Application forms obtainable from the Director of Education, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW, should be returned to the appropriate Head Teacher, except where stated, by 16th February 1977.

LOTHIAN REGIONAL COUNCIL DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts:—

EDINBURGH DIVISION Secondary

PRINCIPAL TEACHERS

		Responsibility Allowance
Broughton High School	(ART) (CHEMISTRY) (GUIDANCE)	£1,512

MIDLOTHIAN DIVISION Secondary

TEACHING POSTS

Newbattle High School	FRENCH and SPANISH (temporary post)
Penicuik High School	MUSIC

WEST LOTHIAN DIVISION Secondary

ASSISTANT PRINCIPAL TEACHER

Whitburn Academy	German	£720

Housing may be available and further information can be obtained from the Divisional Education Officer, West Lothian Division.
Salaries in accordance with the current Scottish Teachers Salaries Memorandum.
Candidates should specify for which post they wish to apply.
Application forms are available from the appropriate Divisional Education Officer at the following addresses:
Mr G E Ferguson, Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
Mr G G Bratchie, Divisional Education Officer, Midlothian Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
Mr A Sinclair, Divisional Education Officer, West Lothian Division, 58/91 High Street, Linlithgow.
The closing date is February 18, 1977.

Sixth Form and Tertiary Colleges

Heads of Department

WEST SUSSEX COLLYER'S SIXTH FORM COLLEGE Horsham (Voluntary Aided) ART
Required for September, 1977, HEAD of ART DEPARTMENT in the developing Sixth Form College. There will be opportunities for expansion over a wide range of activities in the field of Art and Handicrafts.
Salary Burnham, Scale 3.
Letters of application should be submitted to the Principal as soon as possible, quoting two referees.

Other Posts on Scale 2 and above

NORTH YORKSHIRE (County of) SCARBOROUGH SIXTH FORM COLLEGE (Co-educational, 600 students)
Required for September, 1977: GRADUATE to teach GEOGRAPHY to all levels (Scale 3, Second in Department).
A strong interest in field work is essential, willingness to help with extra-curricular activities a strong recommendation.
Apply by letter, with curriculum vitae and the names of two referees to the Principal, Scarborough Sixth Form College, Sandybed Lane, Scarborough, as soon as possible.

Scale 1 Posts

WEST SUSSEX COLLYER'S SIXTH FORM COLLEGE Horsham (Voluntary Aided) ENGLISH
Required for September, 1977, GRADUATE to teach ENGLISH at all levels, including Open Scholarship, throughout the College. An interest in Drama and help in Games and other activities would be welcome.
Salary Burnham Scale 1.
Letters of application should be submitted to the Principal as soon as possible, quoting two referees.

WEST SUSSEX COLLYER'S VI FORM COLLEGE Horsham (Voluntary Aided) HISTORY
Required for September, 1977, GRADUATE to teach HISTORY up to Scholarship standard. An interest in modern world history would be desirable and willingness to help with games and other activities would be an added qualification.
Salary Burnham Scale 1.
Letters of application should be submitted to the Principal as soon as possible, quoting two referees.

WEST SUSSEX COLLYER'S VI FORM COLLEGE Horsham (Voluntary Aided) MODERN LANGUAGES
Required for September, 1977, GRADUATE to teach MODERN LANGUAGES in a flourishing department with a Language Laboratory. The person appointed would be required to teach Spanish and French to Open Scholarship standard, and help in other activities would be welcome.
Salary Burnham Scale 1.
Letters of application should be submitted to the Principal as soon as possible, quoting two referees.

Special Education

Headships

BRISTOL KINGSWOOD ASSESSMENT CENTRE Require HEADMASTER see display advertisement under Community Homes.

DEVON (11 miles Plymouth) Independent residential school for maladjusted 12 to 18 years
HEAD TEACHER required Easter, 1977, to be fully responsible for the opening of new school for Senior Boys.
The applicant should be fully experienced with maladjusted children and aware of the emotional and psychological needs of these boys. Preference will be given to persons with Diploma in Education of Handicapped or Diploma in Child Psychology. Experience in remedial teaching of education important. The initial intake envisaged will be 12 from Easter, 1977, 24 by September, and eventually 48. Part-time teaching initially.
Fullest details of self in first instance, please, the Principal, [illegible] House Junior School, [illegible], near Yelverton, Devon, as soon as possible.

HAMPSHIRE CLIFFDALE JUNIOR SCHOOL E.S.N. (M) HEAD TEACHER Group 4(S)
Required from September 1977.
Application form and details from the Area Education Officer, 17 [illegible] Western Parade, Portsmouth, PO5 3JD.
Closing date 28th February.

Deputy Headships Senior Masters/Mistresses

AVON COUNTY CLAREMONT SCHOOL for Physically Handicapped (Cerebral palsy and Spina bifida) Children Henleaze Park, Bristol BS9 4LR
Required for September, DEPUTY HEAD, Group 5S. Active interest in a multi-disciplinary approach essential.
Applications by letter to the Head with full details of qualifications, experience and names of two referees by 18th February, enclosing stamped addressed envelope.
Informal visits to the school, by arrangement (telephone: Bristol [illegible]).

BRENT (London Borough of) [illegible] DAY SPECIAL E.S.N.(S.) SCHOOL Ashley Gardens, Preston Road Wembley, HA9 8NP (Roll 25: two to 18)
Required from Summer term DEPUTY HEAD (Group 3(S)). Experienced Teacher, additional responsibility for teaching a group of nine profoundly handicapped children aged five to 16 years. Ability to contribute to the development of individual sensory training programmes and group music sessions an advantage.
London allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses including legal fees, etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the school within seven days giving age, present post, qualifications, experience and references.

KENT COUNTY COUNCIL EDUCATION DEPARTMENT DARTFORD DIVISION
DARTFORD HOSPITAL SCHOOL (Group 3(S)) Joyce Green Hospital, Dartford
DEPUTY HEAD required. Main duties teaching a small mixed group of school phobic secondary-age children of varying abilities. Relevant experience and training an advantage.
Application forms (stamped addressed envelope) from Divisional Education Officer, Essex Road, Dartford, to be returned by 11th February.

KINROSS
DEPUTY HEADMASTER required for August, 1st 1977.
LENDRICK MUIR SCHOOL Rumbling Bridge, Kinross
Coed. residential school for maladjusted children of above average intelligence. Must be capable of taking an important share in leading, mainly by participation, fully in the academic and social life of the school.
Maximum salary £5,[illegible] plus free board and lodging if single; rent and rate free bungalow if married.
Reply to Headmaster stating details, two referees and when available for interview.

SURREY PAX HILL SCHOOL Bentley, Farnham Telephone: Bentley [illegible]
DEPUTY HEADMASTER required at this residential school for 62 maladjusted boys aged nine to 16.
A small flat is available in the school for a married person and the wife of a successful male candidate could be considered for the post of assistant matron.
Salary: Burnham (Scale 4(S)) plus an Extraneous Duty allowance of £[illegible] per annum.
Further details and application forms from the Headmaster, Mr. I. A. Talbot.

Other Posts on Scale 2 and above

BEDFORDSHIRE EDUCATION SERVICE [illegible] HILL ESN (S) SCHOOL [illegible] Avenue, Luton
HEAD [illegible] TEACHER required from 25th April, 1977, Scale 2. The Teacher appointed will be responsible for this Department and will be expected to become involved in this area in its widest interpretation in relation to ESN (M) children.
Application forms and further particulars available from the Headmaster at the School.

BEDFORDSHIRE EDUCATION SERVICE ST. MARGARET'S RESIDENTIAL SCHOOL Great Gaddesden, Hemel Hempstead Herts
Required for April, 1977, CRAFT TEACHER, Scale 2S. Broad approach to craft education wood, metal, plastics, etc. Workshops to be re-planned in near future. Rural environment. Extraneous duty option. Married or single accommodation available.
Application form and further details obtainable from the Headmaster of the school.

BEDFORDSHIRE EDUCATION SERVICE THE MARY BASSETT LOWER SCHOOL Leighton Buzzard, Bedfordshire SPECIAL UNIT
Required for April, 1977, experienced and enthusiastic TEACHER for this WITHDRAWAL UNIT catering for children with learning problems. Applicants should be able to develop new techniques and teaching materials to meet the needs of these children.
The successful candidate is expected to work in conjunction with other staff and with the Educational Psychologist responsible for the Unit, and to make a significant contribution to the general life of the school.
Application form and further particulars available from the Headmaster of the school.

BRADFORD (City of) METROPOLITAN COUNCIL WESTWOOD HOSPITAL SCHOOL
The school caters for between 80 and 100 mentally handicapped children who are patients in the hospital. Most are taught in the purpose-built hospital school, but some in areas adjacent to wards. The Authority is seeking a qualified TEACHER (preferably with an additional qualification for teaching mentally handicapped children) with several years teaching experience, who would be able to carry a high level of responsibility in curriculum and organisation. Salary Scale 3(S). To meet the needs of the hospital situation, teachers holidays are staggered through the year.
Further information may be obtained from the Headmistress, Miss H. Ward, Tel. Bradford 882489.
Application forms may be obtained from the Staffing & Training Unit, Directorate of Educational Services, 4th Floor, Provincial House, Tyrrel Street, Bradford BD1 1NP and should be returned to the Headteacher, Westwood Hospital School, Cooper Lane, Bradford BD6 3NL by 14 February 1977.
Reference ET 3677/TES.

BRIGHTON ST. JOHN'S RESIDENTIAL SCHOOL Walpole Road, Brighton, BN2 2AF (E.S.N.(M.): boys six to 12 years)
Required for Summer term: Qualified TEACHER for general teaching but with a special interest in Physical Education. Applicants should also be prepared to take a full and active part in the residential side of the work.
Salary: Burnham Scale 2 plus Special Schools allowance plus £[illegible] extraneous duties payment. Attractive three-bedroom family house available if required.
Forms and further details from the Headmaster.

COLCHESTER THE [illegible] PARISH SCHOOL.
Experienced TEACHER for maladjusted boys, 8-16 years. Able to offer some Rural Studies and General Subjects. Scale 3 Post (Third in Charge).
Unfurnished flat in school building.
Application forms from: The Secretary, Royal Eastern Counties Schools, [illegible] Oxford Road, Colchester.

EALING (London Borough of) EDUCATION SERVICE SPRINGHALLOW SCHOOL (for autistic-language-impaired children) 1 Aston Road, Ealing, W.5
TEACHER required for April, 1977, to take charge of a small group of autistic and aphasic children of middle school age. Previous experience with children of this kind not essential, but applicants should have the desire and ability to work as a member of a varied community which embraces a variety of skills and disciplines: they should be willing to read and learn on the job, and to co-operate in work with families and with psychiatric support services.
A Scale 2(S) salary is available for a suitable applicant in respect of this appointment, plus London Allowance of £402 per annum.
Visits to the school are welcome and can be arranged by appointment with the Headmistress, telephone 01-998 2700.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Application forms available from the Headmistress of the school to be returned as soon as possible.

GLOUCESTERSHIRE THE SHRUBBERIES SCHOOL Oldends Lane, Stonehouse
Qualified TEACHER from 20th April, 1977, for this Day Special School for 70 E.S.N. children. Enthusiastic teacher, able to meet challenging needs of class of profoundly-handicapped children. Possibility of Scale 2 post for suitably qualified or experienced candidate.
Forms from and returnable to the Headmaster. Enclose stamped addressed envelope.

HERTFORDSHIRE COUNTY COUNCIL
SENIOR ADVISORY TEACHER of Hearing Handicapped children required. Diploma in Audiology and qualifications and experience in teaching of hearing handicapped children essential. Salary Scale 4 plus Outer Fringe Allowance.
Application forms and further details from County Education Officer (Ref.: [illegible]), County Hall, Hertford.

KENT COUNTY COUNCIL EDUCATION DEPARTMENT GRAVESHAM DIVISION
PELHAM UNIT Lower Range Road, Gravesend
TEACHER-IN-CHARGE required for Easter for unit catering for a small number of boys of secondary age suffering from school phobia or similar difficulties. Scale 2 post.

TONBRIDGE AND MALLING DIVISION
MALLING HOUSE SCHOOL Town Hill, West Malling Maidstone, Kent
Required for Easter, or as soon as possible, HOME ECONOMICS TEACHER for the above special boarding school for junior maladjusted girls. Scale 2 post available for suitably experienced candidate. Extraneous duty allowance payable. Accommodation available if required.
Application form (stamped addressed envelope) to Headmaster at above school.

MAIDSTONE DIVISION
MAIDSTONE, BOWER GROVE SCHOOL
Required Summer, 1977. Experienced TEACHER, who is hardworking, well organised, inventive but methodical, and able to handle children in a firm but friendly manner. A class teacher with special interests of a practical nature particularly with boys can be assigned to his preferred age range. With proven experience Scale 2(S), other possible Scale 3(S) if your principles and practices coincide with those of the school.
Further details obtainable from the Headmaster (telephone: Maidstone 26773).

LANCASHIRE ROYAL CROSS SCHOOL FOR DEAF AND PARTIALLY HEARING
An experienced TEACHER is required for Summer Term, 1977, to be responsible for MATHEMATICS development throughout this all age school.
Teachers who are not qualified teachers of the deaf would be required to qualify.
A Scale 3S post may be available for well experienced applicants. Some accommodation is available.
For further details and application forms send a foolscap stamped addressed envelope to the Principal, E. P. Jones, Royal Cross School, Brockholes Brow, Preston, Lancs, PR2 5AL.

NORFOLK COUNTY COUNCIL EDUCATION DEPARTMENT ADVISORY REMEDIAL TEACHER Scale 3
Applications are invited from experienced TEACHERS for the above post. The person appointed would be based at King's Lynn to cover a section of the Western Education Area.
Candidates should have appropriate success in overcoming learning difficulties. Ability to advise teachers on remedial methods and materials will be a valuable asset.
Application forms and further particulars are obtainable by sending a stamped addressed foolscap envelope to the Area Education Officer, Education Office, St. Margaret's House, King's Lynn, to whom completed forms should be returned by 18th February, 1977.

NOTTINGHAMSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
SHEPHERD S.S.N.(S) SCHOOL Harvey Road, off Beechdale Road, Nottingham NG8 3BB Headmistress: Miss R. Fletcher Mixed: 90 (all age)
For Easter, TEACHER (Scale 3) to take responsibility for PHYSICAL EDUCATION throughout the school. Experience with S.S.N.(S) children preferred.
Applications (no forms) to the Headmistress, with names of two referees, as soon as possible.

SHEFFIELD EDUCATION COTTAGE LANE SCHOOL Cottage Lane, Sheffield S11 [illegible]
Required for Easter, 1977, a TEACHER for a small group of delicate and maladjusted junior children (8-12), for GENERAL SUBJECTS. A special interest in Art, Needlework or Physical Education would be an advantage.
A Scale 2 post would be available for suitable candidate.
The school caters for delicate and maladjusted children within the age range of 5 to 16 years. The overall policy of the school is one of rehabilitation. A wide and varied curriculum is provided and opportunities are available for some children to take subjects leading to C.S.E. (mode 3). The school has a full time nursing sister, and a psychotherapist who visits the school regularly during the weekly visits by a team of psychiatrists.
Application forms are obtainable from the Head Teacher to whom they should be returned as soon as possible.

WILTSHIRE THE BADGEWORTH GROUP CLOUDS HOUSE SCHOOL East Knoyle, near Salisbury (Number on Roll, 40 boys, age 7 to 16 years)
NON-RESIDENT TEACHER Scale 3 post—GENERAL SUBJECTS.
Required for 1st May, 1977 at the above Recognised Independent School for emotionally disturbed boys, suitably qualified and experienced Teacher: some knowledge of the techniques appropriate to remedial work would be an advantage.
The post is primarily non-resident but the successful candidate would be expected to perform extraneous sleeping-in duties, as per rota.
Salary: Burnham Scale 3, plus Special Schools Allowance, plus Extraneous Duty Allowance, plus Sleeping-in Allowance.
Applications (forms) to:— The Director, Badgeworth Group of Special Schools, Badgeworth Court School, Badgeworth, near Cheltenham, Glos. Telephone: Churchdown (0452) 713187.

WOLVERHAMPTON BOROUGH COUNCIL EDUCATION COMMITTEE
Required for Easter 1977: RAKEGATE JUNIOR SCHOOL Scale 2
Responsibility for OUTDOOR ACTIVITIES and GIRLS' PHYSICAL EDUCATION
Applications by letter (no forms) giving details of qualifications and curriculum vitae, within 7 days of this advertisement, to the Director of Education, Education Offices, St. John's Square, Wolverhampton, WV2 4DB.

WOLVERHAMPTON BOROUGH COUNCIL EDUCATION COMMITTEE
Required for Easter, 1977— Multi-Racial Education Service In-Service Training Department
Scale 3. DEPUTY HEAD of DEPARTMENT required, to assist in the organisation and tutoring of courses offered to teachers in Multi-Racial Schools in the Borough. Experience in teaching children from families of immigrant origin is essential, and ability to take charge of practical sessions desirable.
Application forms and further details available from the Director of Education, Education Offices, St. John's Square, Wolverhampton, WV2 4DB, to whom they should be returned within 10 days of this advertisement. (Stamped addressed envelope, please).

WORCESTER WORCESTER COLLEGE FOR THE BLIND Whittington Road, Worcester WR5 2JU (Administered by the Royal National Institute for the Blind)
Applications invited for new post of HOUSEMASTER beginning September at this residential grammar school for 75 educationally blind boys. His main responsibilities will be pastoral care and leisure time activities, combined with a time-table of about 10 periods a week. Previous experience of residential work is essential, though not necessarily with the blind. He will live in a family flat (nominal cost) in the main building. Burnham (Special Schools) Scale 3 with extraneous duties allowance.
Apply to the Headmaster within two weeks of this issue giving names of two confidential referees.

Scale 1 Posts

BRIGHTON ST. JOHN'S RESIDENTIAL SCHOOL Walpole Road, Brighton BN2 2AF (E.S.N.(M) school for 75 children, aged six to 11 plus)
Required for April— Qualified TEACHER. Salary Burnham Scale 1 plus Special Schools allowance.
The vacancy is in the lower end of the school. Small class, ancillary help, excellent conditions.
Residential duties, plus sleeping in duty.
Payment in accordance with working party recommendation for extra duties if non-resident.
Pleasant one-bedroomed flat near school available for resident teacher.
Full details and application forms from the Headmaster.
Please enclose stamped addressed envelope.

BRISTOL Qualified TEACHER, preferably with DOMESTIC SCIENCE background, required for residential therapeutic community in Bristol.
St. Francis House is designed for the treatment of emotionally disturbed adolescents and we want to develop an educational programme within the project. The post is residential—starting salary £3,200 per annum, plus full room and board.
Application forms from the Secretary to the Director, St. Francis House, 2, Trelawney Road, Cotham, Bristol BS6 6EA.

CALDERDALE (Metropolitan Borough of) EDUCATION DEPARTMENT HILLSIDE ESN(S) SCHOOL (64 on roll) Lower Edge Road, Rastrick, Brighouse
Required from April, 1977, for a group of middle school age children, a qualified and experienced TEACHER at this recently built, well-equipped school. Scale 1 plus Special Schools' Allowance.
Letters of application, giving full details of qualifications and experience and the names and addresses of two referees, should be sent to the Head Teacher by 11th February, 1977.

KENT County Council Education Department

BEVENOAKS DIVISION

DEPUTY HEAD

HALSTEAD PLACE SCHOOL, CHURCH ROAD, HALSTEAD, NR. SEVENOAKS, KENT

Resident Deputy Head required for September, 1977, at this 6S E.S.N. (M) Boarding School for boys, 10 to 16 years. Applications are invited from suitably experienced persons holding a qualification in Special Education. Candidates should also have experience in Residential Work. Closing date February 21, 1977.

Application forms and further details obtainable from the Headmaster at the school on submission of a foolscap stamped addressed envelope. Telephone Knockholt 3284. Previous applicants will be considered and need not reapply.

County of Cleveland

PRINCIPAL POST

SIR WILLIAM TURNER'S SIXTH FORM COLLEGE (Group 10) REDCAR

Applications are invited for the post of PRINCIPAL of this Sixth Form College. As the present Principal will be retiring at the end of the present academic year the appointment will date from September 1977.

The College, which is voluntary controlled, was opened in 1975. It is a coeducational establishment with an open-entry admission policy and its students are drawn from the three 11-16 county comprehensive schools in Redcar.

The Joint Committee responsible for making the appointment wish to appoint a person with sound and relevant teaching experience, including substantial sixth form work.

Financial assistance with household removal expenses is available in approved cases.

Forms of application are obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, and should be returned not later than 18th February, 1977.

The London Borough of Redbridge is a pleasant residential area in North-East London with easy access to the West End and the Essex countryside. Help will be given in finding accommodation with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London Allowance payable.

Ethel Davis School
Barley Lane, Goodmayes, Ilford
Applications are invited from suitably qualified candidates for the post of

Headteacher

of this school for physically handicapped children. The post becomes vacant through retirement in August 1977. The school has a roll of 90 pupils and is Group 6(S).
Application forms and further particulars are available from: J. E. Fordham, B.A., Chief Education Officer, Education Office, 255/259 High Road, Ilford, Essex IG1 1NN. Completed application forms should be returned by 1st March 1977.

Redbridge London Borough

QUEENSBURY SCHOOL
Wood End Road, Erdington, B24 8BL
(021-373 5731)

A SECOND MASTER/MISTRESS

is required at this Group 7(S) school for 170 Educationally Handicapped children aged 5-16 (Salary Scale £5,130-£5,730 plus £312 per annum). Applications are invited from well-qualified and experienced teachers, at present working in either special, secondary or primary schools. Interested candidates are welcome to visit the school by arrangement with the Headmaster from whom further details and application forms are available.

Closing date for applications: 25th February, 1977.

There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

TUTOR IN SPECIAL EDUCATION
(Temporary post)

Applications are invited for the temporary post of Tutor in Special Education for the academic year 1977-78 to be responsible for a special one-year course for Nigerian teachers and College lecturers leading to an Advanced Certificate in the Education of Children with Special Needs.

Candidates should have appropriate qualifications in special education, preferably with experience of more than one form of handicap.

Secondment may be negotiated. Salary in the range £4,607-£7,067.

Further particulars obtainable from the Secretary to whom application forms should be returned by 21st February.

CAMBRIDGE INSTITUTE OF EDUCATION
Shaftesbury Road, Cambridge CB2 2BX

THORNTOUN SCHOOL,
KILMARNOCK, SCOTLAND

ART & CRAFT TEACHER
Scale 1 + Maladjusted Allowance

Required in April at this Residential Special School for 45 maladjusted boys and girls of secondary age. The person appointed should be a qualified experienced teacher able to encourage children with communication difficulties in a range of art work. Large well equipped workshops. Single accommodation available.

Applicants should be in sympathy with the Christian principles on which Barnardo's work is based.

Apply The Principal, Tel. Kilmarnock 27227.

Barnardo's

MEADOWS SCHOOL
SOUTHBOROUGH, KENT

TEACHER Burnham Scale 1

Plus £312 p.a. Supplement, plus Special Schools Allowance.
Plus E.D.A. where appropriate.

Required at this residential special school for 45 maladjusted/ESN(M) boys aged 10-16. The person appointed will take charge of P.E. throughout the school. The ability to work closely with care staff is essential and experience with difficult teenage boys or in a residential setting would be an advantage. Single or married accommodation may be available.

Applicants should be in sympathy with the Christian principles on which Barnardo's work is based.

Applications to Divisional Children's Officer, London Division, Tanners Lane, Barkingside, Ilford, Essex. Tel. 01-551 0011.

Inquiries to Mr. J. Wilson. Tel Tunbridge Wells 28618. Closing date February 18, 1977.

Barnardo's

ARE YOU . . . .
A
SPECIAL TEACHER
DESIRING A POSITION IN . . . .
A RESIDENTIAL
SPECIAL SCHOOL
JOINING A DEDICATED TEAM . . . .
OF VERY
SPECIAL STAFF?

Due to expansion, we will be appointing two (2) teachers: one at Easter and one in September to work with emotionally disturbed boys and girls (7-13).

- Burnham Scale 1.
- Special schools allowance.
- Extra duty allowance of £920 per annum for 15 hours weekly.

Applications for these non-resident positions should be made by letter to include qualifications, experience and three (3) referees to:

Director, Witherslack Hall Schools, Cedar House, Kirkby Lonsdale, Cumbria.

Previous applicants need not re-apply as they will automatically be reconsidered.

SPECIAL EDUCATION
Scale 1 Posts
continued

COVENTRY (City of)
HAWKESBURY FIELDS ESN(S) SCHOOL
Aldermans Green Road, Coventry
Required, Summer Term, ASSISTANT TEACHER for a small class of severely handicapped children. Experience with ESN(S), or infant children desirable.
Burnham Scale 2(S) available to suitable applicant.
Application forms and further particulars from Director of Education, Council Offices, Earl Street, Coventry CV1 5RS. (Telephone: 0203 25555 ext. 2416.) To be returned by 16th February, 1977.

EALING
(London Borough of)
EDUCATION SERVICE
ARGYLE MANOR RECEPTION CENTRE
Hathaway Gardens, Ealing W13
Required as soon as possible, a qualified and experienced part-time ASSISTANT TEACHER.
Application forms and further details from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU, to be returned to the centre within 14 days of the appearance of this advertisement (stamped addressed envelope).

GLOUCESTERSHIRE
CLEEVE HOUSE ADOLESCENT UNIT
Horton Road Hospital, Gloucester
Qualified TEACHER from 20th April, 1977, temporary Summer Term, for this mixed Adolescent Unit, catering for disturbed in-patient adolescents. Games and outdoor pursuits and/or Science and Craft an advantage. Salary Burnham Scale 1 plus Special Schools allowance.
Forms from and returnable to the Head of the Unit. Enclose stamped addressed envelope.

HAMPSHIRE
TIDWORTH, CASTLEDOWN SCHOOL
New six-form entry, mixed, 11 to 16, comprehensive school, serving the Tidworth, Ludgershall area, opening September, 1977.
Required for September, 1977, TEACHER to take charge of and develop new special class for E.S.N.(M) pupils of secondary age.
Scale 1 plus special schools allowance.
Previous teaching experience essential. Some knowledge of remedial/special education highly desirable.
Further details and application form (stamped addressed envelope, please) from Mr. N. F. Maurice, Head Designate, care of The Castle Girls' School, Short Street, Ludgershall, Andover, Hants. Closing date: February 23, 1977.

HAMPSHIRE
ELMERS COURT SPECIAL SCHOOL FOR DELICATE CHILDREN
Lymington, Hampshire
(London Borough of Harrow)
TEACHER required as soon as possible for LOWER JUNIORS, with experience and interest in remedial work and sympathetic understanding of children with learning difficulties. An interest in music desirable. Salary Scale 1 plus Special Schools Allowance. The post is non-residential but some evening duties expected and paid at current extraneous duty rate.
Application forms and further particulars available from the Headmistress, Elmers Court School, Lymington, Hampshire SO4 8ZL, to whom they should be returned by Friday, 11th February, 1977. Please enclose stamped addressed envelope.
Reasonable removal expenses (lowest tender), lodging allowance of up to £10 per week and up to £500 towards legal and estate agent fees may be payable.

HAMPSHIRE
TANKERVILLE SPECIAL SCHOOL
Ramsey Road, Eastleigh, Hampshire
Five to 16 Mixed (E.S.N.(S))
Number on roll 38
Scale 1 (plus S.S.A.) for five to 10 age group.
Stamped addressed envelope to Head for details.

KENT
HELEN ALLISON SCHOOL FOR AUTISTIC CHILDREN
Qualified ASSISTANT TEACHER.
Early vacancy. Small group of autistic children. Infant or Junior training preferred. Special schools experience unnecessary. Burnham Scale.
Apply in writing only, Principal, 29 Overcliffe, Gravesend.

NEWHAM
(London Borough of)
ELEANOR SMITH SCHOOL
North St., London E13 9NN.
Roll: 74
Headteacher: Mr B. Taaffe
Required Easter 1977:
Applications are invited for the post of JUNIOR RECEPTION TEACHER at this new purpose built, all age day school for maladjusted children. The age range in this reception unit is 8 to 10 years so candidate with infant training are especially sort. It would be helpful for candidate to have experience in the field of maladjustment and/or specialist qualifications, but neither is essential. The teacher wanted is one who can form caring but professional relationships. He/she should be able to work easily as a member of a team whose fundamental purpose is the creation of a therapeutic environment for the children in their care.
Scale 1S.
Burnham Scales plus London allowance £402 plus Annual supplement £312.
Further details and application forms may be obtained from the Headteacher (Tel: 01-471 0018) and should be returned to the school as soon as possible.

NEWHAM
(London Borough of)
MANOR PARK SCHOOL
School Road, London, E13 6OJ
(Roll: 41)
Head Teacher, Mr. R. O. Norman
Required from April, 1977:—
TEACHER Scale 1S for small group of maladjusted children, GENERAL SUBJECTS, boys' games or craft an advantage.
Burnham Scales plus London Allowance £402; plus Annual Supplement £312.
Application forms may be obtained from the Head Teacher (Tel. 01-478 5996) and should be returned to the school as soon as possible.

SUFFOLK
COUNTY COUNCIL
HIGH TREES RESIDENTIAL PSYCHIATRIC UNIT FOR ADOLESCENT BOYS AND GIRLS
Foxhall Road, Ipswich
Required Easter, earlier if possible: (1) Qualified ASSISTANT TEACHER Scale 1, for approximately half-time duties to establish and maintain a regular educational programme.
(2) Qualified ASSISTANT TEACHER or TEACHERS Scale 1 to teach up to the equivalent of approximately half-time—able to offer special subjects or interests.
This Area Health Authority unit can contain up to six severely emotionally disturbed children of school age (11-16). Applicants should have sound secondary or special school experience and will be expected to work closely in a multi-disciplinary team including staff of the Area Health Authority and the Institute of Family Psychiatry.
Forms of application obtainable from the County Education Officer (Special Schools), Grimwade Street, Ipswich, on receipt of a stamped addressed envelope, should be completed and returned as soon as possible.

SUSSEX
MUNTHAM HOUSE SCHOOL
Barns Green, Horsham, West Sussex
Required on April 1, 1977, or as soon as possible thereafter a qualified TEACHER at this Residential Special School for 40 maladjusted boys 10 to 16 years.
Burnham Scale plus £620 per annum for extraneous duties, plus £351 Special Schools' allowance.
A three bedroomed flat is available.
Further details available from the Headmaster at the above address. Telephone inquiries to Southwater 730302. Applications by letter (no forms) to the Headmaster.

TAMESIDE
METROPOLITAN BOROUGH
BANKSIDE TUTORIAL CENTRE
Droylsden
Experienced TEACHER—Scale 1(S) to work with small group of emotionally disturbed children who need to be withdrawn from the normal school situation. Liaison with homes necessary.
Application forms are available from Assistant Director of Education (special and personal services), Education Offices, Town Lane, Dukinfield, Cheshire ref: 10385/TES.

WALTHAM FOREST
(London Borough of)
The Borough is within easy access of Central London and bordered by Epping Forest.
WALTHAM FOREST SCHOOL
Faversham Avenue, Chingford, E.4
Headmaster: Mr. T. W. Smith
Purpose-built secondary school for E.S.N.(M) pupils.
ASSISTANT TEACHER for work in the basic skills in a team of four teachers with 40 pupils. In addition staff are encouraged to develop their own interests within the team and on this occasion applications are invited only from teachers with a definite interest in rural science.
Scale 1 post plus special schools allowance £351 and London Allowance £277. Closing date: 18th February, 1977.
Further details and application forms (enclose stamped addressed envelope) available from the Headmaster at the school.

WARWICKSHIRE
TYNTESFIELD SPECIAL (E.S.N.) SCHOOL
Overslade Lane, Rugby, CV22 6DY
TEACHER for a resident post required from April, 1977, at this day and residential special school. Scale 1 plus special schools allowance, or possibility of Scale 2(S) for suitable candidate.
Additional allowance of £920 per annum for 15 hours extraneous duties each week, less a deduction in respect of rent and meals.
Application forms and further details from the Head (stamped addressed envelope please).

WILTSHIRE
COUNTY COUNCIL
DOWNLAND SCHOOL
Devizes
Purpose-built residential school for 80 senior maladjusted boys.
ASSISTANT TEACHER, Scale 1, required to take GENERAL SUBJECTS and either ART or GENERAL SCIENCE. Opportunity for teaching to C.S.E. and G.C.E. level. School has its own outdoor pool, Scout troop and programme of outdoor pursuits. Burnham Scale, Special Schools plus additional duties allowances.
Application forms from the Headmaster (stamped addressed envelope, please).

WILTSHIRE
RUSKIN JUNIOR SCHOOL
Wordsworth Drive, Upper Stratton, Swindon
Headmistress: Mrs. E. Proud
Required for April, 1977, TEACHER to take charge of existing special class for E.S.N.(M) pupils of junior school age.
Scale 1 plus Special Schools Allowance.
Previous teaching experience essential. Some knowledge of remedial / special education highly desirable.
Further details and application form (stamped addressed envelope, please) from Mrs. E. Proud, Headmistress, Ruskin Junior School.
Closing date: February 21, 1977.

WILTSHIRE
THE BADGEWORTH GROUP
CLOUDS HOUSE SCHOOL
East Knoyle, near Salisbury
(Number on Roll, 48 boys, age 7 to 16 years)
Non-resident TEACHER, Scale 1 post GENERAL SUBJECTS.
Required for 1st May, 1977 at the above Recognized Independent School for emotionally disturbed boys, suitably qualified and experienced Teacher: some knowledge of the techniques appropriate to remedial work would be an advantage.
The post is primarily non-resident but the successful candidate would be expected to perform extraneous sleeping-in duties as per rota.
Salary: Burnham Scale 1, plus Special Schools Allowance, plus Extraneous Duty Allowance, plus Sleeping in allowance.
Applications (forms) to:—
The Director, Badgeworth Group of Special Schools, Badgeworth Court School, Badgeworth, near Cheltenham, Glos. Telephone Churchdown (0452) 713187.

Independent Schools

Headships

BERKSHIRE
WAVERLEY SCHOOL
Crowthorne, Berkshire
A private school for boys and girls, three to 11, requires a HEAD TEACHER to start summer, 1977. The Governors will look to the head teacher to guide staff and school in the pursuit of social and educational standards to which it is already committed. It is hoped to expand the number of pupils from 100 to 150 and there is scope for an energetic, imaginative teacher who will be fully backed by the recently appointed board of governors.
Salary by negotiation.
Applications by letter, giving full details of qualifications and experience, together with two referees, to Waverley School, Ravenswood Avenue, Crowthorne, Berkshire, for the attention of the Headmaster.

ESSEX
HEAD required from September, 1977 for Littlegarth School, Dedham, a small independent school teaching predominantly girls from four to 11.
Applications (giving particulars of teaching experience) to the Secretary, Littlegarth School Ltd., 58 North Hill, Colchester.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Malvern
Independent Boarding School for 500 girls
Vacancy in April, 1977, for the post of resident HOUSEMISTRESS for boarding house of girls aged 11-16. Applicants need not have teaching qualifications but the post could be combined with some teaching if desired.
Please write to the Headmistress, with copies of testimonials if available, giving full details and the names and addresses of two referees.

Deputy Headships Senior Masters/ Mistresses

BEDFORD
BEDFORD HIGH SCHOOL
Independent (Harpur Trust)
622 girls in Main School (including 125 boarders and 101 in Sixth Form).
DEPUTY HEAD required for September, 1977. Burnham Scale.
Apply to Headmistress as soon as possible. Closing date for applications: Friday, 18th February, 1977.

CLWYD
HOWELL'S SCHOOL
Denbigh
Trustees: Drapers' Company
(400 girls, 90 in the Sixth Form)
Applications are invited for the post of DEPUTY HEAD with effect from September, 1977. Specific areas of responsibility will be decided upon in consultation with the successful candidate in accordance with her special interests.
Candidates are invited to write to the Headmistress stating qualifications and experience and naming two referees.

OXFORDSHIRE
SIBFORD SCHOOL
Sibford Ferris, Banbury
Oxfordshire
(Quaker co-educational boarding school) 360 pupils aged 11 to 18.
Appointment of DEPUTY HEAD following the appointment of the present Deputy Head to Headmistress of The Mount School, York, from September, 1977.
Applicants should have boarding school experience and be members of the Society of Friends or in close sympathy with its principles.
For full details and application forms write to the Headmaster.

Remedial Posts

SUSSEX
SLINDON COLLEGE
Near Arundel
Independent Boarding School for 100 boys (11-18)
Qualified TEACHER required in September, 1977, to set up and run a new REMEDIAL UNIT for up to 10 boys. The post is resident and an enthusiastic approach to boarding school life is looked for. Music/Singing would be a useful extra.

By Subject Classification

Art and Design

Heads of Department

DUNBARTONSHIRE
ST. BRIDE'S SCHOOL
(The Girls' School Co. Ltd.)
Helensburgh, Dunbartonshire
ASSISTANT PRINCIPAL TEACHER—ART DEPARTMENT
There will be a vacancy for a Teacher with responsibility for running the Art Department in the above school from the start of the Summer Term, 1977. In September the school will merge into the new Co-educational Lomond School and the person appointed will have a great opportunity to develop and expand the existing facilities and courses.
Salary, at present, is in accordance with the Scottish Teachers' Salaries Memorandum.
Applicants should send a curriculum vitae together with the names and addresses of two referees to David N. C. Arthur, M.A., Headmaster, St. Bride's School.

Other Assistants

CROYDON
TRINITY SCHOOL
(Independent, H.M.C., 750 boys)
Required for April or September, a TEACHER to join the DESIGN Department. A wide range of activities is offered, including photography, etching, screenprinting and work in wood and metal. The person appointed will work in both the art studios and the workshop.
A temporary appointment for the Summer Term only would also be considered.
Salary on Whitgift Foundation Scale (above Burnham): help with removal expenses and possibly with accommodation.
Applications (no forms), with full curriculum vitae and the names of two referees, to the Headmaster, Trinity School, Shirley Park, Croydon, CR9 7AT.

HAMPSHIRE
STANBRIDGE EARLS SCHOOL
Romsey SO5 0ZS
ART to "O" and "A" level and as a recreation. Experienced and qualified TEACHER required in September (or April if available). Strong Art tradition, photography combined or separate, pottery separate. Part-time professional artist (as for past 14 years) or full-time teacher considered. Small recognized independent school mostly for boy boarders but some girl and day pupils, 13-18. Excellent facilities, beautiful campus.
Burnham salaries for Group 5 school plus free accommodation (house or flat available) or £605 living out allowance.
Help with extra curricular duties and activities expected.
Apply Headmaster for and with details.

LONDON SE26
SYDENHAM HIGH SCHOOL
G.P.D.S.T.
19 Westwood Hill, London SE26 6BL
Required for April or September, 1977, ASSISTANT TEACHER to be responsible for the work in ART throughout the School to "O" and "A" level. Scale post according to qualifications and experience.
Please apply in writing to the Headmistress, at the above address, with curriculum vitae and names and addresses of two referees.

LOUGHBOROUGH
LOUGHBOROUGH HIGH SCHOOL
Direct Grant Grammar School (560 girls in Upper School)
Required for September, 1977, ASSISTANT TEACHER of ART to share in teaching throughout the school up to Advanced level standard.
Apply, with full curriculum vitae and particulars of two referees, to the Headmistress, Loughborough High School, Burton Walk, Loughborough.

SUFFOLK
FELIXSTOWE COLLEGE
Suffolk, IP11 7NQ
Wanted for September, TEACHER of ART to take charge of the flourishing Art and Craft department in this independent girls' school and to teach to "O" and "A" level.
Non-resident.
Burnham Scale 1. Government Superannuation.
Applications by letter, with curriculum vitae and names of two referees, to the Headmistress, as soon as possible.

SURREY
SACRED HEART SCHOOL
Woldingham
R.C. Independent Boarding School for 400 girls: 11-18 years; 30 minutes from Victoria Station. Easily accessible from M25 and M23 motorways.
Required for Summer Term, part time 3/5ths TEACHER of ART.
Full time post available in September (Scale 2 Burnham plus Outer London weighting). Junior and A level Art with possibility of A level work later. The school has a well established department with four studios. Girls are successful in gaining entry to foundation and degree courses and universities.
Residential or non-residential post.
Accommodation for a single woman available in return for residential duties.
Apply to the Headmistress by letter with curriculum vitae and names and addresses of two referees by February 18th.

Classics

Heads of Department

LONDON, W.6
LATYMER UPPER SCHOOL
Hammersmith, London W6 9LR
(H.M.C., Direct Grant, going independent: 1,100 boys)
Wanted for September, HEAD of the CLASSICS DEPARTMENT.
Latin (Cambridge Course) is taught up to Ordinary Level and Ancient History (J.A.C.T.) to Advanced Level. Greek is not normally taught.
Salary London Burnham. Scale 4.
Apply to the Headmaster with full particulars and names of two referees.

Other Assistants

CORNWALL
TRURO HIGH SCHOOL
CHURCH OF ENGLAND FOUNDATION
INDEPENDENT GIRLS' SCHOOL
Formerly Direct Grant.
Required for September 1977 a CLASSICS GRADUATE to be responsible for the teaching of Latin subject throughout the school. Latin is taught to "O" and "A" levels and also Greek when required. An interest in joining a team responsible for careers advice in the school would be valuable.
Apply giving full particulars and names and addresses of 2 referees to the Headmistress, Truro High School, Falmouth Road, Truro, Cornwall. Telephone: Truro 2830.

CROYDON
CROYDON HIGH SCHOOL
G.P.D.S.T.
Old Farleigh Road, Selsdon, South Croydon
(800 Girls)
Wanted for September next a GRADUATE ASSISTANT TEACHER of CLASSICS, preferably with teaching experience. Latin is taught using the Cambridge School Classics Project, and both Latin and Greek are taught to Advanced and Scholarship levels.
A Scale 2 post may be available.
Written applications to the Headmistress as soon as possible, enclosing copies of two testimonials and curriculum vitae.

CUMBRIA
CASTERTON SCHOOL
Boarding School for 330 girls
Required for September, 1977, a TEACHER of LATIN to "O" level (Cambridge Classics Course) also of FRENCH to "O" level. Could suit lively candidate seeking first post. Interest in extra-mural activities advantageous. Burnham Scale. Resident (single) or non-residential post.
Letter of application, together with curriculum vitae and names of two referees, should be sent before February 26 to the Headmaster, Casterton School, Kirkby Lonsdale, Cumbria LA6 2SG.

FIFE
ST LEONARDS SCHOOL
St Andrews
Required in September 1977 a good HONOURS GRADUATE to teach LATIN and GREEK to "A" and Scholarship Level. Good Greek essential. School experience desirable.
Apply to the Headmistress with curriculum vitae and the names of two referees.

INDEPENDENT
Classics
continued

LONDON, S.W.1
WESTMINSTER SCHOOL
There will be a vacancy in September, 1977, in the CLASSICS Department. The school is looking for a young man or woman to teach Classics at all levels. Accommodation is available for a single teacher. The school has its own salary scale. Applications, together with the names of two referees, should be sent to the Head Master, from whom further details may be obtained, at 17 Dean's Yard, London, S.W.1.

LONDON, W.6
LATYMER UPPER SCHOOL
Hammersmith, London W6 9LR
(H.M.C., Direct Grant, going independent: 1,100 boys)
Wanted for September, a GRADUATE to teach LATIN up to Ordinary and Cambridge Courses and Advanced Level Ancient History (J.A.C.T.). The ability to teach a secondary subject will be a recommendation and/or to help with games. [illegible]
There is a possibility of bachelor accommodation being available during term-time.
Salary London Burnham on scale according to qualifications and experience.
Apply to the Headmaster with full particulars and names of two referees.

MIDDLESEX
THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton
(750 girls, Senior Department 540) Required GRADUATE, if possible, for Summer Term or if possible beginning 26th April or for September, 1977, to share in the teaching of LATIN and GREEK up to "A" level and Oxbridge standard. Time-table Latin could be "O" level. The post could be either part-time or full-time and applications will be considered accordingly. Burnham Scale with London Allowance.
Apply to the Headmistress, with curriculum vitae and names of two referees.

Commercial Subjects

LONDON, N.W.3
Experienced qualified TEACHING of COMMERCIAL SUBJECTS including SHORTHAND and TYPEWRITING required by well-known Secretarial College in Hampstead.
Please telephone or write to the Director of Training, St Godric's College, 2 Arkwright Road, London, NW3 6AD. Tel. 435 9831.

Domestic Subjects

BEDFORD
THE DAME ALICE HARPUR SCHOOL
Cardington Road, Bedford
Direct Grant/Independent.
[illegible] 18 years.
Required for September 1977 a well qualified TEACHER of NEEDLEWORK to deal with the teaching of the subject throughout the school. [illegible] Needlework classes are well established and there would be a share of the examination work. An interest in craft work would be an advantage. Burnham Scale. Assistance with removal expenses. Other staff benefits.
Applications (no forms) should be made as soon as possible to the Head Mistress. Please give full details of qualifications and experience and the names and addresses of two referees.

Economics

Heads of Department

BIRMINGHAM 15
KING EDWARD'S SCHOOL
(H.M.C. Direct Grant/Independent, 700 day boys, 11 to 18)
GRADUATE required for September, 1977 to take charge of the teaching of ECONOMICS at "O", "A" and Scholarship levels. This is at present a one-man department. The school's academic standard is high. The school is close to and has strong links with Birmingham University.
Skill in coaching hockey and/or rugby will be a strong recommendation. Help with other activities, especially C.C.F. or Scouts, will be very welcome.
The school has its own salary scale which is related to the Burnham Scale. It is situated in spacious grounds in the pleasant suburb of Edgbaston.
Please apply to the Chief Master by 21st February, enclosing curriculum vitae and the names of two referees.

Other Assistants

CO. DURHAM
BARNARD CASTLE SCHOOL
Barnard Castle
Co. Durham, DL12 8UN
[illegible] Boarders: 190 Day Boys
Required for September, 1977, a GRADUATE to teach ECONOMICS to "O" and "A" level. Rugger player essential. Accommodation available for single person.
Apply to the Headmaster.

KENT
ST. LAWRENCE COLLEGE
Ramsgate
H.M.C.
Required for September, 1977, on retirement of present teacher, a GRADUATE to teach ECONOMICS to Advanced level. Candidates should state subsidiary subjects. Preference for a Science or French. Ability to assist with extra-curricular activities, games a recommendation. Salary on St. Lawrence scale. Accommodation for single man.
Applications with curriculum vitae and names of two referees, to the Headmaster, St. Lawrence College, Ramsgate, Kent CT11 7AE.

KINGSTON upon Thames
KINGSTON GRAMMAR SCHOOL
(H.M.C. Direct Grant/Independent [illegible] boys, 170 in Sixth Form)
Required for September, 1977, a GRADUATE to teach ECONOMICS to "A" level and to University Award Standard, and to take GEOGRAPHY in Junior Forms. This is a new appointment and the successful candidate will be required to introduce Economics into the curriculum for the first time as an examination subject. Salary is Burnham with London Allowance and Scaled post according to experience.
Apply to the Headmaster by 14th February enclosing curriculum vitae and the names and addresses of two referees, 70 London Road, Kingston upon Thames, Surrey KT2 6PY.

LONDON SE21 7LD
DULWICH COLLEGE
Required for September 1977 an ECONOMIST to teach at Advanced Level. Ability to teach a subsidiary subject (French, mathematics or science) and willingness to assist outside the classroom will be advantageous.
Dulwich has its own salary scales and from time to time accommodation becomes available on the College Estates.
Applications to the Master as soon as possible, giving the names and addresses of two referees.

SOMERSET
KING'S COLLEGE
Taunton
Required for the Summer Term of 1977 a
TEACHER of ECONOMICS and POLITICAL STUDIES at "A" and "S" level. Temporary replacement for man on sabbatical leave. Burnham Scale.
Apply Headmaster.

SURREY
EPSOM COLLEGE
Surrey
Required for September, 1977 a GRADUATE to teach mainly ECONOMICS in the Sixth Form with some [illegible] HISTORY. [illegible] Accommodation available for single and possibly for married person.
Further particulars from Headmaster, Epsom College, Surrey.

English

AVON COUNTY
SIDCOT SCHOOL
Winscombe, Avon BS25 1PD
(Independent Quaker Coeducational Boarding School, 300 pupils)
Required in April, 1977, GRADUATE ENGLISH TEACHER.
Interest in games, Drama an advantage. Resident post with allowances. Scale 1.
Apply with names of two referees to the Headmaster.

BEDFORD
BEDFORD MODERN SCHOOL
(H.M.C., D.G., 1050 boys)
Required for April or September, GRADUATE to teach ENGLISH throughout the school, with share of "A" and Scholarship work. Enter new buildings opened in 1974.
Application, quoting two referees, to the Headmaster, Bedford Modern School, Manton Lane, Bedford MK41 7NT.

ISLE OF WIGHT
ENGLISH TEACHER required at RYDE SCHOOL
[illegible]
An independent boys' boarding school with some day girls, for September, 1977.
The applicant will be required to teach the subject throughout the school mainly in the second stream to "O" level with some "A" level work. Willingness to teach Scripture to "O" level and assist in the school library as well as games ability would be assets.
Accommodation provided for a single person and salary will be Scale 1 Burnham plus Ambridge allowance for probationary year.
Applications to the Headmaster, Ryde School, Isle of Wight, with names and addresses of two referees. Closing date, 18th February, 1977.

KENT
BETHESDA SCHOOL
Hawkhurst
[illegible]
(Mixed, boarding and day, I.A.P.S., Assoc. A.H.M.P.S., [illegible] boys, 48 girls)
Required for September, 1977 two qualified TEACHERS of ENGLISH, wishing to join fully in the work and life of an enjoyable community. One post is to take charge of the subject up to Public School Scholarship level, the other can usefully offer other subjects too. Remedial English experience also needed in one post. Extracurricular interests, pastoral care and sports are important functions of these posts. Single accommodation available for fullest performance of duties. Burnham Scale 1, 10% superannuation.
Apply, with full curriculum vitae and two referees, to the Headmaster.

LEEDS
LEEDS GRAMMAR SCHOOL
Moorland Road, Leeds, LS6 1AN
Telephone: Leeds 33417
(Direct Grant, H.M.C.)
Required for September, 1977, well qualified GRADUATE to teach ENGLISH throughout the school up to Open Scholarship level. Willingness to contribute to the full social life of the school and help with the C.C.F. will be considered an asset.
Salary Burnham Scale according to qualifications and experience.
Applications immediately please to the Headmaster, stating career details and the names of two referees.

PETERBOROUGH
WESTWOOD HOUSE SCHOOL
Peterborough PE3 6JL
(Woodard Corporation, Eastern Division)
Required for September, 1977, qualified GRADUATE to teach ENGLISH throughout the school to "O" and "A" levels. Interest in drama preferred.
Apply to Headmistress giving curriculum vitae and names and addresses of two referees.

SHROPSHIRE
WREKIN COLLEGE
Required in September, 1977, a TEACHER of ENGLISH to "O", "A" and "S" levels and also to act as a resident bachelor Assistant Housemaster in a boys' House.
Salary above Burnham plus allowances and free board and lodging. Assistance with out-of-school activities is expected.
Applications giving the names of two referees to Head Master, Wrekin College, Wellington, Telford, Salop.

STAFFORDSHIRE
ST DOMINIC'S DAY SCHOOL FOR GIRLS
Brewood, Stafford.
Required September ASSISTANT to teach 11 to 16 years including O level work.
Apply Headmistress in writing.

SURREY
EPSOM COLLEGE
Surrey
Required for September, 1977, a GRADUATE to teach ENGLISH throughout the school up to "A" level. Experience desirable but not essential. Good games an advantage. Accommodation available for single and possibly for married person.
Further particulars from Headmaster, Epsom College, Surrey.

SUSSEX
ENGLISH GRADUATE required at Eastbourne College in September. Good track-record of teaching in strong department. Own salary scale. Accommodation available.
Applications to the Headmaster, Eastbourne College, Sussex, sending full c.v. plus the names of two referees.

WARWICKSHIRE
RUGBY SCHOOL
GRADUATE required in September, 1977, to teach ENGLISH at all levels throughout the School. Candidates should preferably have good all-round games ability or Physical Education qualifications.
Single or married accommodation available.
Applicants should write, enclosing curriculum vitae and the names of two referees, to the Headmaster, School House, Rugby.

WEST SUSSEX
ST. MICHAEL'S BURTON PARK
Petworth
(Independent boarding School for 300 girls, under the Woodard Corporation)
Wanted in September GRADUATE to share the teaching of ENGLISH throughout School.
Current Burnham Scale with Government Superannuation.
Please apply to the Headmistress.

WORCESTERSHIRE
BROMSGROVE SCHOOL
(H.M.C., mainly boarding)
Young ENGLISH GRADUATE required in September, 1977 to teach English throughout the school and to scholarship level. Expertise in drama would be an advantage. Help with extra-curricular activities essential. Single and married accommodation available.
Further details of post and salary from the Headmaster, Bromsgrove School, Tel 7301 (0527 32774).

Geography

Heads of Department

SURREY
GUILDFORD HIGH SCHOOL
(Church Schools Company)
London Road, Guildford, Surrey GU1 1SJ
Required in September, experienced GEOGRAPHY GRADUATE as HEAD of DEPARTMENT to organise and teach the subject to University Entrance level. Salary Scale 3.
Apply by letter to the Headmistress, with curriculum vitae and names of two referees.

Other Assistants

CHANNEL ISLANDS
GUERNSEY
ELIZABETH COLLEGE
1750 Boys
GRADUATE needed from September, 1977, to teach GEOGRAPHY at all levels. Burnham Scale 1.
Further details and application form obtainable from the Principal. Interviews in Guernsey on the 10th and 11th March.

DERBYSHIRE
MOUNT ST. MARY'S COLLEGE
Spinkhill, Sheffield S31 9YL
Scale 2 Appointment
Required September, 1977, a GRADUATE TEACHER of GEOGRAPHY to "O" and "A" level. Accommodation is available for an unmarried person in return for help with Housemaster duties. The school is a Roman Catholic boys' boarding school in membership of the Headmasters' Conference; a Roman Catholic and ability to help with games and C.C.F. would be an advantage.
Apply to the Headmaster, with curriculum vitae and the addresses of two referees.

ESSEX
BRENTWOOD SCHOOL
(H.M.C., 1100 boys, 280 in Sixth Form)
Required for September, 1977, GRADUATE to teach GEOGRAPHY at all levels up to Open Scholarship standard where a tradition of success is being established. The Department has a strong Sixth Form, and this could be an ideal first post giving ample scope for a keen and ambitious Geographer.
Ability and willingness to help with Rugby Football, Cricket, or Association Football would be an added recommendation.
Applications, giving the names and addresses of two referees, should be made to the Headmaster, Brentwood School, Brentwood, Essex.

HERTFORDSHIRE
ALDENHAM SCHOOL
Elstree, Herts WD6 3AJ
Required in September, 1977, a GRADUATE to teach GEOGRAPHY up to and including Scholarship level with particular interest in modern Human Geography. An ability to coach Hockey and/or assist with C.C.F. or Sailing would be an advantage.
Apply sending curriculum vitae and the names and addresses of two referees to the Headmaster.

KENT
ASHFORD SCHOOL
(470 girls 11-18)
Required in September, GRADUATE to share in the teaching of GEOGRAPHY throughout the school to Advanced level. Scale according to experience and qualifications. Government superannuation.
Apply to Headmistress with names of two referees and curriculum vitae.

N. DEVON
SHEBBEAR COLLEGE
(Ex direct grant—boarding 335 boys)
SENIOR GEOGRAPHY MASTER required in September due to retirement of present Head of Department.
Applicants must be experienced teachers with an excellent record as the department is particularly strong including the Sixth form. It is hoped that the man appointed will be interested in playing an active part in boarding school life. A house is available for a married man and accommodation and board are available for a bachelor. Scale 4 and Superannuation.
Shebbear College is one of the Methodist Boarding Schools; further details in P.S.Y.B. (1976) pages 771-2.
Applications giving age, qualifications and the names, addresses and tel. nos. of 3 referees should be sent to the Headmaster, Shebbear College, Shebbear, N. Devon.

N. DEVON
SENIOR GEOGRAPHY TEACHER
Owing to retirement, a TEACHER is required for September for GEOGRAPHY up to C.S.E. and P.S.E. level. Latin, French, Mathematics or Music would be an advantage but willingness to help with games essential. Applicants should enjoy living in the country and be prepared to enter fully into the life of this boarding school.
Burnham Scale, resident or non-resident.
Application in writing to the Headmaster, St. Michael's, Tawstock Court, Barnstaple, N. Devon.

History

Heads of Department

YORKSHIRE
WOODHOUSE GROVE SCHOOL
Apperley Bridge
(An Independent School under the Board of Management for Methodist Residential Schools)
HEAD of HISTORY GRADUATE required for September 1977. Subject taught at all levels leading to University Entrance, also C.S.E. In first and second years part of an integrated studies course. It is hoped to continue the interesting and sound approach already in existence to the subject. Lively community, 500 girls, delightful surroundings, purposeful and friendly atmosphere.
Burnham Scale according to age and experience.
Apply for application form and further details to the Headmistress as soon as possible.

Other Assistants

DEVON
PLYMOUTH COLLEGE
Headmasters' Conference School: 600 boys. 180 in Sixth Form. Day and boarding.
Required for September, 1977: young GRADUATE HISTORIAN, preferably with medieval specialization, for strong department with an excellent academic record. Substantial amount of Sixth Form work offered together with the possibility of a residential Assistant House Mastership. Interest in one of Geography, Latin or Economics would be helpful.
Applications, giving details of career and naming two referees to: The Headmaster, Plymouth College, Ford Park, Plymouth PL4 6RN.

HAMPSHIRE
BEDALES SCHOOL
Petersfield, Hampshire GU32 2DG
(Co-educational, 13 to 18, 390 pupils)
HISTORY GRADUATE required to share the teaching up to University Entrance standard and participate fully in the life and activities of the school. Scale 1 post.
The Headmaster welcomes applications by letter—no forms—including curriculum vitae, copies of testimonials and the names of three referees, and will send further details on receipt of stamped addressed envelope.

HERTFORDSHIRE
ST. EDMUND'S COLLEGE
R.C. H.M.C. Boarding
MASTER to teach HISTORY to "A" level and some RELIGIOUS EDUCATION.
Applicants should be Catholics and able to coach Rugger.
Accommodation available in school for single man and for married man in nearby town.
Applications to the Headmaster, St. Edmund's College, Old Hall Green, Ware, Hertfordshire SG11 1DS.

LONDON, N.6
HIGHGATE SCHOOL
Required in September 1977: a GRADUATE to teach HISTORY throughout the School and POLITICS (especially Constitutional History) in Sixth Form.
Salary above Burnham. Accommodation probably available.
Curriculum vitae with names and addresses of two referees to, and details from, Headmaster, Highgate School, London, N.6 (01-340 1524).

LONDON, S.W.19
KING'S COLLEGE SCHOOL
Wimbledon
GRADUATE required for September 1977 to teach HISTORY throughout the School to Cambridge Scholarship level. Applicants must be well qualified to take a major share of the most advanced work: an interest in 1, 18, 17 European History is desirable. An ability to coach games (rowing, soccer or cricket) would also be an advantage.
The School has its own salary scales (approximately Scale 2 Burnham). Accommodation is available, and there is a Staff Loan Scheme to help with house purchase.
Applications, with brief curriculum vitae and names of two referees, to the Headmaster, King's College School, Wimbledon SW19 4TT.

N. DEVON
SENIOR HISTORY and MIDDLE SCHOOL SUBJECTS
Due to expansion, a TEACHER is required for HISTORY to C.S.E. level together with MIDDLE SCHOOL SUBJECTS, preferably English, Latin or French. Interest/ability in games essential.
Burnham Scale, resident or non-resident.
Applications in writing to the Headmaster, St. Michael's, Tawstock Court, Barnstaple, N. Devon.

Mathematics

Heads of Department

HAMPSHIRE
NORTH FORELAND LODGE
Sherfield-on-Loddon, Basingstoke
HEAD of MATHEMATICS Required September to teach S.M.P. throughout school to "A" level in recognized independent girls' boarding school of 150 pupils aged 11 to 18. Mixed staff. Interest in statistics and/or computing an advantage, also help with extra curricular activities. Possibility graded post.
Apply Headmistress.

PERTHSHIRE
RANNOCH SCHOOL
(HMC—275 boys)
HEAD of MATHEMATICS DEPARTMENT required September. Reasonably experienced to "A" level, enthusiastic and prepared to join in various activities / sports. Opportunity to sail, climb, ski, etc.
Possibility of housemastership (40 boys, 11 to 13). House or flat available. Gross salary to £4,880 plus allowance if married.
Apply with curriculum vitae to Headmaster.

SURREY
EOTHEN SCHOOL
(Church Schools Company Ltd.)
Caterham
(Girls' Public Independent Day School, 300 girls)
Required for September, 1977, GRADUATE as HEAD of MATHEMATICS, to be responsible for teaching to "O" level (SMP) and "A" level. Burnham Scale, Government Superannuation.
Applications with full details in writing, including names of two persons to whom reference may be made should be sent to the Headmistress.

Other Assistants

BERKSHIRE
LUCKLEY COLLEGE
Required for September, 1977 MATHEMATICIAN to teach to "A" level.
Accommodation provided.
Apply, giving curriculum vitae and the names of two referees, to the Head Mistress, Luckley College, Wokingham, Berkshire, from whom further details can be obtained.

BOURNEMOUTH
Required for April 1977, MATHEMATICS and/or PHYSICS TEACHERS for overseas students preparing for Further Education.
Please apply with curriculum vitae to The Principal, ECTIS (Centre for English Language and Technical Studies), 31 Poole Road, Westbourne, Bournemouth BH4 9DL, or telephone 0202-763615.

BOURNEMOUTH
WENTWORTH MILTON MOUNT
Westbourne
Boarding and Day, 700 girls (11-18)
Required in September 1977 MASTER or MISTRESS to teach MATHEMATICS (traditional) throughout the school. "A" level Applied Maths. essential. Burnham Scale, Government Superannuation. Residence offered.
Applications, together with names of referees, should be sent to Principal.

CORNWALL
TRURO HIGH SCHOOL
Church of England Foundation
Independent Girls' School, formerly Direct Grant
Required for September, 1977, a MATHEMATICS GRADUATE to join department of four and to teach the subject throughout the school to "O" and "A" level. A modern syllabus is followed. There is keen interest in mathematics in the school and a willingness to help with extra-curricular activities is essential. An interest in joining a team responsible for careers advice in the school would be valuable.
Apply giving full particulars and names and addresses of two referees to the Headmistress, Truro High School, Falmouth Road, Truro, Cornwall. Tel. Truro 2830.

HERTFORDSHIRE
THE HABERDASHERS' ASKE'S SCHOOL FOR GIRLS
Elstree
800 girls. 180 in the Sixth Form. Independent Day School (formerly Direct Grant).
An experienced GRADUATE from September, 1977, to teach MATHEMATICS throughout the school to "A" level and Oxbridge entry. Salary Burnham Scale 2 or 3 depending on qualifications and experience.
Please write to the Headmistress, The Haberdashers' Aske's School for Girls, Aldenham Road, Elstree, Herts WD6 3BT, with curriculum vitae, testimonials and names of two referees.

KENT
ST. HILARY'S SCHOOL
Sevenoaks
This small but active independent girls' school requires, in September, 1977, a qualified TEACHER of MODERN MATHEMATICS for the C.S.E. groups.
Subsidiary subjects: Geography to first or second year, History/Physical Education, Dance assists more.
No application forms.
Write or telephone The Headmistress, St. Hilary's School, Sevenoaks, Kent TN13 3LD. Tel. Sevenoaks 53016.

LINCOLNSHIRE
STAMFORD SCHOOL
Required for September, 1977, graduate TEACHER for MATHEMATICS (traditional) at all levels.
Full details from the Headmaster.

LONDON, N.16
Independent Jewish Girls' Senior School requires immediately, part-time MATHEMATICS TEACHER or full-time if additional subject can be offered. Burnham Salaries.
Apply in writing, with references, Lubavitch House Schools, 107-115 Stamford Hill, London, N.16.

LONDON, SE21 7LD
DULWICH COLLEGE
Required for September 1977: a MATHEMATICIAN to teach throughout the school. The teacher appointed is likely either to be starting his or her career or, preferably, to have several years' experience and to have taught to Open Scholarship level.
Dulwich has its own salary scales and from time to time accommodation becomes available on the College Estates.
Applications to the Master as soon as possible, giving the names and addresses of two referees.

LONDON, S.W.19
WIMBLEDON HIGH SCHOOL
G.P.D.S.T.
Required for September, 1977, full-time ASSISTANT in the MATHEMATICS DEPARTMENT to teach to Advanced level and University Scholarship standard.
Apply, giving full details, in writing to the Headmistress, Wimbledon High School, Mansel Road, Wimbledon SW19 4AB.

MIDDLESEX
HARROW SCHOOL
Required for September 1977 full-time MATHEMATICS TEACHER able to teach the subject at all levels in the School. Accommodation available.
Applications in writing, with the names of two referees, to the Headmaster, Harrow School, Harrow-on-the-Hill, Middlesex, HA1 3HW.

MIDDLESEX
HEATHFIELD SCHOOL
Harrow
(Independent day school for girls 420 pupils: seven to 18).
Required for September, 1977, a GRADUATE to teach MATHEMATICS to "O" and "A" levels. Salary Burnham Scale 1, plus London Allowance. Government Superannuation. Possibility of single furnished accommodation if required.
Please apply in writing to the Headmistress, including a curriculum vitae, the names of two referees and any recent testimonials.

MIDDLESEX
NORTHWOOD COLLEGE
Northwood, Middlesex HA6 2YE
(Public Day and Boarding School: 470 girls)
Required in September: GRADUATE to teach MATHEMATICS to "O" and "A" level.
Outer London Burnham Scale and Government Superannuation. Resident or non-resident.
Apply to the Headmistress with copies of testimonials and names of referees.

OXFORD
THE ST. MARY'S School
Oxford
Independent [illegible] School for Girls.
Required for [illegible] GRADUATE to teach [illegible] to "A" level.
Burnham [illegible]
Apply with curriculum vitae to the Headmistress, St. Mary's School, [illegible] Oxford.

SOMERSET
BRUTON SCHOOL FOR GIRLS
Sunny Hill, Bruton, Somerset BA10 0NT
[illegible] in Sixth Form
Required in September [illegible] owing to expansion, young GRADUATE MATHEMATICIAN to join department of four. A little experience preferred but not essential. Opportunity for "A" level work for the right candidate.
Inquiries and applications to Headmistress.

SOMERSET
WELLINGTON SCHOOL
(H.M.C. Direct Grant [illegible] pupils)
Required for September 1977 GRADUATE ASSISTANT to teach MATHEMATICS throughout the School. Burnham Scale 2 post available.
Please apply by sending usual particulars to the Headmaster.

SUSSEX
HURSTPIERPOINT HOUSE SCHOOL
Lashbourne
Required in April (or September) full-time TEACHER for MATHEMATICS to "O" and "A" level. Burnham Scale and Government Superannuation.
Apply with details of qualifications and experience to the Headmistress.

SUSSEX
BRIGHTON AND HOVE HIGH SCHOOL
G.P.D.S.T.
Montpelier Road, Brighton BN1 3AT
Applications are invited for September, 1977, from well qualified MATHEMATICS GRADUATES to teach throughout the upper school (11-18, 420 girls). Sixth Form and Oxbridge entrance work is shared by all members of the department.
OL syllabus: London D; AL syllabus: London D, Mathematics and Further Mathematics.
Salary, Burnham with a scale post for a suitably experienced teacher.
Please apply in writing with curriculum vitae, testimonials and the names and addresses of two referees.

SUSSEX
SLINDON COLLEGE
Near Arundel, Sussex
Wanted for September 1977: a resident MASTER to teach and organise MATHEMATICS throughout this small boarding school for 100 boys aged 11 to 18.
Competent teacher with personality and good classroom control and an enthusiastic approach to the challenges of boarding school education. Might suit young teacher ex-training college.

SUSSEX
WORTH SCHOOL
Turners Hill, Crawley, Sussex
Requires for September, 1977, GRADUATE to teach MATHEMATICS up to university entrance, including SMP pt "O" level. Games desirable.
Apply with curriculum vitae to Head Master.

WORCESTER
WORCESTER COLLEGE FOR THE BLIND
Whittington Road, WR5 2JU
A TEACHER of MATHEMATICS, with another subject (preferably scientific), is required for September, 1977, at this residential grammar school for blind boys, administered by the Royal National Institute for the Blind.
Burnham Scale (Special School) Salary and extraneous duties allowance. Scale post 1 or 2 according to qualifications and experience. Previous experience with the blind is valuable but not essential. This is a suitable post for a young teacher, preferably a single man, as a resident is needed within the main school. Accommodation is provided.
Apply to the Headmaster, giving the names and addresses of two referees.

YORK
Required for September, 1977, a TEACHER of MATHEMATICS to Advanced level. Considerable opportunities exist for specialised work in the Sixth Form, including computing. The ability to coach games would be an advantage but not essential.
Applications, with curriculum vitae and the names of two referees, to The Headmaster, Ampleforth College, York, YO6 4ER.

YORKSHIRE
BRECKENBROUGH SCHOOL,
Thirsk, Yorkshire
Required for April, 1977, a TEACHER qualified to teach MATHEMATICS (who is also able to offer some PHYSICS and CHEMISTRY) to O.C.E. and C.S.E. levels.
This is an independent recognised residential special school for maladjusted boys of high intelligence.
Salary, Scale 1 Burnham plus an allowance for extraneous duties.
Accommodation available for a single person.
For further particulars please write to the Headmaster or telephone Kirby Wiske 238.

Modern Languages

Heads of Department

CROYDON
CROYDON HIGH SCHOOL
G.P.D.S.T.
Old Farleigh Road, Selsdon
South Croydon
Wanted for September next a HEAD of FRENCH DEPARTMENT. Scale 4 allowance. Applicants with high academic attainment and good teaching experience are sought. The subject is taught to Advanced and Scholarship levels in a school with a sixth form of over 200 girls.
Applications to the Headmistress as soon as possible, enclosing copies of two testimonials, names of two referees and curriculum vitae.

LONDON W6 0PG
GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith
Required in September, 1977, HONOURS GRADUATE to be HEAD of the GERMAN DEPARTMENT in this Girls' Grammar School. Scale 3 post. Subject taught from second year to "O" level, "A" level and University Scholarship standard.
Apply by letter to the Headmistress at the school with copies of testimonials and names and addresses of two referees.

INDEPENDENT
Modern Languages continued

LONDON, W.6
LATYMER UPPER SCHOOL
Hammersmith, W6 9LR
(H.M.C., Direct Grant, going Independent, 1,100 boys)
Wanted for September, HEAD of the MODERN LANGUAGES DEPARTMENT.
French is the main foreign language but German, Spanish and Russian are also taught.
Salary: London Burnham Scale 5.
Apply to the Headmaster with full particulars and names of two referees.

MIDDLESEX
ST. HELEN'S SCHOOL
Northwood, Middlesex.
Independent Day-Boarding, over 750 pupils ages from five to 18 years.
Wanted in September a fully qualified TEACHER of FRENCH to take responsibility as Head of Department, teaching to "A" and Scholarship Level.
Please apply in writing to the Headmistress with curriculum vitae and names of two referees.

WILTSHIRE
ST. MARY'S SCHOOL
Calne, Wiltshire
Required in September, 1977, HEAD of MODERN LANGUAGES DEPARTMENT. FRENCH GRADUATE (preferably with experience) to teach French to "O" and "A" level and University Entrance. Burnham Scale 3 for suitable applicant.
Apply to the Headmistress with curriculum vitae and names of two referees.

Other Assistants

AVON COUNTY
SIDCOT SCHOOL
Winscombe, Avon BS25 1PD
(Independent Quaker co-educational boarding school: 340 pupils)
Required in September, 1977, GRADUATE to teach FRENCH; subsidiary SPANISH preferred. Resident post with allowances. Scale 2.
Apply with names of two referees to the Headmaster.

CORNWALL
TRURO HIGH SCHOOL
Church of England Foundation, Independent Girls' School (formerly Direct Grant)
Required for September, 1977, FRENCH GRADUATE to teach the subject through the school to CSE, "O" and "A" levels. French is taught by audio-visual methods and there is a language laboratory. An interest in taking a form responsible for careers advice in the school would be valuable.
Apply giving full particulars and names and addresses of two referees to the Headmistress, Truro High School, Falmouth Road, Truro, Cornwall. Telephone Truro 2830.

ESSEX
Qualified TEACHER required for September in well-established co-educational day school of 340 pupils to take FRENCH to "O" level and some Junior School ENGLISH. Candidate would be required to make a positive contribution to the academic and pastoral life of the school.
Scale 2 post. Burnham Salary plus London Weighting Allowance.
Applications to Headmistress, Raphael School Trust, 33 Junction Road, Romford, Essex RM1 3QS.

HAMPSHIRE
WINCHESTER COLLEGE
Wanted September, 1977 — Highly qualified TEACHER of FRENCH to university scholarship level, with SPANISH as a second language. Accommodation.
Write stating qualifications and names of referees to Headmaster, Winchester College, Winchester.

KENT
BEDGEBURY PARK
Church Education Corporation Ltd.
Required in April, well qualified Graduate TEACHER of FRENCH to Advanced level, with German as a second subject. Resident or non-resident. Post could be combined with that of Resident Housemistress, or Senior Housemistress for an applicant with suitable experience.
Apply with curriculum vitae, testimonials or names of referees to the Headmistress, Miss J. M. Nixon, Bedgebury, Hollington and Hillesden School, Bedgebury Park, Goudhurst, Kent. Tel. Goudhurst 221.

LONDON, N.W.7
MILL HILL SCHOOL
London, NW7 1QS
Required in September, a Graduate TEACHER of FRENCH to "A" and "S" level possibly with a supporting language. We hope to appoint someone young, who will play a full part in the life of the school. The department offers a strong Sixth Form, term-time exchanges with a link school in Rouen, audio-visual and language laboratory work, and a Section Bilingue teaching History and Geography.
Apply to the Headmaster with the names of two referees.

LONDON, S.W.13
ST. PAUL'S SCHOOL
Applications are invited for the appointment, either full-time or part-time, of a native speaker of FRENCH, with appropriate academic qualifications in Language, to assist on a tutorial basis with the teaching of French at Advanced Level.
Applications with a detailed statement of qualifications and the names of two referees, should be sent to the High Master, St. Paul's School, Lonsdale Road, Barnes, London SW13 9JT.

LONDON, W.6
LATYMER UPPER SCHOOL
Hammersmith W6 9LR
(H.M.C., Direct Grant, going Independent 1,100 boys)
Wanted for September, a GRADUATE to teach FRENCH at all levels. Willingness to help with games (cricket, rowing, soccer, swimming, rugby) would be a recommendation. There is a possibility of bachelor accommodation being available during term-time.
Salary: London Burnham on scale appropriate to qualifications and experience.
Apply to the Headmaster with full particulars and names of two referees.

LOUGHBOROUGH
LOUGHBOROUGH HIGH SCHOOL
(Direct Grant Grammar School — 500 girls in Upper School)
Required for September, 1977, GRADUATE to teach FRENCH throughout the school up to Advanced level standard.
Apply with full curriculum vitae and particulars of two referees to the Headmistress, Loughborough High School, Burton Walks, Loughborough [illegible].

MORAYSHIRE
GORDONSTOUN SCHOOL
(co-educational, 475 pupils)
A [illegible] TEACHER is wanted for September to teach throughout the school.
Write for further details to Headmaster, Gordonstoun, Elgin.

STAFFORDSHIRE
DENSTONE COLLEGE
GRADUATE required from September to share the teaching of FRENCH to Advanced and Scholarship levels; previous experience preferred. Ability to help with other school activities an advantage. Salary on Denstone scale includes free accommodation.
Further particulars from and applications to the Headmaster, Denstone College, Uttoxeter, Staffs.

SURREY
BOX HILL SCHOOL
Mickleham, Dorking, Surrey
Recognised by the Department of Education and Science. Co-ed School run on Gordonstoun lines.
Required April or September, 1977, full-time TEACHER of GERMAN to "A" level. FRENCH to Fifth Form.
Resident or non-resident. Burnham Scale and State Superannuation. Apply Headmaster, stating outside interests and providing names of two referees.

SURREY
EPSOM COLLEGE
Surrey
Required for September, 1977, a GRADUATE to teach MODERN LANGUAGES throughout the school up to "A" level. French essential, German also desirable. Large Sixth Form. Experience desirable but not essential. Good games an advantage. Accommodation available for single and possibly for married person.
Further particulars from Headmaster, Epsom College, Surrey.

Music

BATH
ROYAL SCHOOL
Required for the Summer term, a full-time member of staff for MUSIC. Mostly individual piano pupils, but some class work an advantage. Burnham Scale. Residence in staff house if required. This post is suitable for a beginner.
Apply with full details to the Headmistress.

BEDFORD
BEDFORD HIGH SCHOOL
Required for April 1977 a well qualified TEACHER of the VIOLIN for one and a half days a week, to be paid on fees.
Please apply to the Headmistress, with copies of testimonials and names and addresses of two referees.

BOURNEMOUTH
WENTWORTH MILTON MOUNT
Boscombe
Boarding and Day, 500 girls (11-18)
Well qualified MASTER or MISTRESS with good teaching experience to teach MUSIC throughout the school. A special interest will be required in the choirs, recorder groups and the orchestra.
Burnham Scale. Government superannuation. Residence offered.
Applications, together with names of referees, should be sent to Principal.

BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
High Wycombe
Required for September 1977, an ASSISTANT MISTRESS who is an accomplished PIANIST, able and keen to teach the instrument to a high standard. The post also includes Aural Training and Junior Singing. An all-round musician is looked for who is eager to participate enthusiastically in the activities of a large Department. Non-resident post. Burnham Scale.
Applications with details of training and experience, testimonials and the names of two referees should be sent to the Headmistress.

CHESHIRE
NORTH CESTRIAN GRAMMAR SCHOOL
Altrincham, Cheshire.
(450 boys aged 11 to 18)
MUSIC TEACHER required for September.
An energetic and experienced teacher to be responsible for the teaching and development of Music throughout the school. Salary above Burnham Scale (the actual Scale will depend on qualifications and experience, but will not be less than Scale 2). Service conditions and superannuation are as in Maintained Schools.
Application forms and full particulars are available from the Headmaster.

DEVON
EXETER SCHOOL
Exeter EX2 4NS
(H.M.C., Direct Grant Independent 670 boys aged seven to 18)
Required in September, 1977, a TEACHER of MUSIC to share the work of the Department throughout the school, including some class music up to the age of 15; training of a Chapel choir and help with three orchestras and choral society. Candidates should preferably be qualified to play organ, piano and another instrument and to teach one of these. Share of "O" and "A" level work available. Suitable candidate could have responsibility for music of Preparatory Department. Burnham Scale 1.
Apply to Headmaster by 26th February, with full curriculum vitae and details of special musical and other interests and names of two referees.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Worcestershire
Independent boarding school for 500 girls
Required for April or September, 1977:—
Well-qualified MUSICIAN to join Department of eight to teach Oboe, Piano and General Class Music. Excellent musical opportunities. Salary Burnham Scale 1 with Government Superannuation.
Applications to the Headmistress with copies of two testimonials and names and addresses of two referees.

Pastoral

BRISTOL
BADMINTON SCHOOL
Bristol BS9 3BA
Required at end of February or in April —
HOUSEMISTRESS (non-teaching) to be in charge of boarding house of 12-year-old girls. Resident post. Good salary. Experience desirable.
Apply Headmistress giving names and addresses of two referees.

BRISTOL
BADMINTON SCHOOL
Bristol BS9 3BA
Required in April —
ASSISTANT HOUSEMISTRESS (non-teaching) for Senior Boarding House (girls aged 15 to 18 years). Resident post. Good salary.
Apply Headmistress giving names and addresses of two referees.

CUMBRIA
ST. ANNE'S SCHOOL
(SENIOR DEPARTMENT)
Windermere, Cumbria
Founded 1863
Member of the G.S.A., I.S.I.S.
Requires a HOUSEMISTRESS for JUNIOR BOARDING side of flourishing school. Very friendly house atmosphere—if preferred some teaching in addition.
For information about the school see current Girls' School Year Book pages 515-517.
Applications and curriculum vitae with names and addresses of two referees to the Headmaster who will be glad to supply further details.

CUMBRIA
ST. BEES SCHOOL
(H.M.C.)
HOUSEMISTRESS
Required in September, a qualified TEACHER to take charge of a new house of day girls, to help with their GAMES and PHYSICAL EDUCATION and to teach preferably BIOLOGY throughout the school. Own salary scale.
Please apply to the Headmaster, School House, St. Bees, Cumbria CA27 0DU, giving details of qualifications and experience, together with names of two referees.

DORSET
CLAYESMORE SCHOOL
See under "Other than by Subject".

HERTFORDSHIRE
QUEENSWOOD SCHOOL
Brookmans Park, Hatfield
Required in September, 1977, HOUSEMISTRESS to take charge of a boarding house of approximately 60 girls aged from 11-18 years. No matron's duties or nursing responsibility involved. The post can be teaching or non-teaching (please state subject offered).
Good accommodation available; salary according to qualifications and experience. Queenswood is an Independent Boarding School for Girls, 16 miles from London.
Applications to be sent to the Headmistress with names and addresses of two referees.

KENT
BEDGEBURY PARK
(215 girls, 60 boarders)
Church Education Corporation Ltd.
Required in April, resident SENIOR HOUSEMISTRESS teaching or non-teaching. Good organizing ability and experience in boarding schools are necessary. Pleasant accommodation.
Further details may be obtained from the Headmistress, Miss J. M. Nixon, Bedgebury, Hollington and Hillesden School, Bedgebury Park, Goudhurst, Kent. Tel. Goudhurst 221. Applications to the Headmistress with curriculum vitae and names of two referees.

NORTH WALES
HOWELL'S SCHOOL
Denbigh
Required in September 1977, HOUSEMISTRESS for Boarding House for approximately 40 girls, aged 11-16. A Graduate of Diploma of Education trained person is sought who can combine the duties of Housemistress which are concerned essentially with pastoral care with some teaching. Burnham Scale. Government Superannuation.
Apply to the Headmistress giving names and addresses of two referees.

WORCESTER
THE ALICE OTTLEY SCHOOL
Required for April or September, RESIDENT ASSISTANT HOUSEMISTRESS for girls Boarding House. The post could be combined with a few teaching periods (state subjects) if the applicant wishes and is suitably qualified. The post could be a temporary one for the Summer Term and might thus be suitable for the term for a trained teacher or someone waiting to go to University.
Please apply in writing to the Headmistress giving the names and addresses of two referees.

WORCESTER
New Worcester College for the Blind Special Schools Scale 2 and above.

Physical Education

BEDFORD
THE DAME ALICE HARPUR SCHOOL
Cardington Road, Bedford MK42 0BX
Direct Grant/Independent. 900 girls (8-18 years)
Required for September, 1977, PHYSICAL EDUCATION SPECIALIST to assist in the teaching of PHYSICAL EDUCATION throughout the school. Wide range of activities. Good facilities including an indoor swimming pool. Experience not essential. Special interest in swimming desirable. Burnham Scale.
Assistance with removal expenses. Other staff benefits.
Applications (no forms) should be made as soon as possible to the Headmistress.
Please give full details of qualifications and experience and the names and addresses of two referees.

BOURNEMOUTH
TALBOT HEATH
(formerly Direct Grant, 620 girls)
An ASSISTANT PHYSICAL EDUCATION SPECIALIST (beginner) is wanted in this three-stream school from September, 1977. Specialist qualifications in Modern Educational Dance and particular interest in swimming (fencing) is desirable but not essential. Major games played are hockey, netball, tennis and cricket, plus a comprehensive range of sixth form and upper fifth activities.
Apply immediately to the Headmistress at the school, Rothesay Road, Bournemouth, giving full details of education and qualifications and, including the names of two persons to whom reference may be made.

HAMPSHIRE
NORTH FORELAND LODGE
Sherfield-on-Loddon, Basingstoke
PHYSICAL EDUCATION Specialist with main winter interest Lacrosse, required for September in recognized Independent Senior Girls Boarding School of 100. A resident woman willing to undertake extra-curricular activities and interests in Judo preferred.
Burnham Scale. Possibility Graded Post.
Apply Headmistress.

MALVERN
HILLSTONE
Qualified PHYSICAL EDUCATION SPECIALIST required for September in this Preparatory School. Some classroom teaching. Wide range of activities and equipment. Burnham Scale. Single or married accommodation.
Apply with experience and names of referees to Headmaster.

NORFOLK
RUNTON HILL SCHOOL
West Runton, Cromer
Required for September to teach PHYSICAL EDUCATION and GAMES, assistance with Music and/or French. Lacrosse and Netball played. Hockey Club. Trampoline. Indoor heated pool, diving boards. Burnham Scale 1. Flat available.
Apply in writing to the Headmistress giving names of two referees.

SOMERSET
WELLINGTON SCHOOL
(HMC Direct Grant 650 Pupils)
Required for September 1977 ASSISTANT for BOYS PHYSICAL EDUCATION with GENERAL ARTS SUBJECTS.
Major games experience in Rugby and Cricket an asset.
Residential unfurnished accommodation may be available.
Please apply by sending usual particulars to the Headmaster.

SOUTHAMPTON
THE ATHERLEY SCHOOL FOR GIRLS
PHYSICAL EDUCATION MISTRESS required for September, 1977, an interest in lacrosse and health education an advantage.
Scale 2 considered for suitable applicant. Age range of school from 4½ to 18.

THE DEWPOOL SCHOOL OF LAWN TENNIS
Have vacancies for coaching staff. For further details please see main advertisement under SECONDARY SCHOOLS PHYSICAL EDUCATION section.

WARWICKSHIRE
RUGBY SCHOOL
A TEACHER of PHYSICAL EDUCATION required in September, 1977, also qualified to teach English. The post includes good scope for athletics coaching.
Single or married accommodation available.
Applicants should write, including curriculum vitae and the names of two referees, to the Headmaster, School House, Rugby.

Religious Education

SURREY
ROYAL GRAMMAR SCHOOL
Guildford
Voluntary Controlled going Independent September 1977, 650 boys, 200 in sixth form.
Required in September :—
A suitably qualified and experienced SPECIALIST to take charge of RELIGIOUS EDUCATION throughout the School. Religious Education is taught currently to "O" level; establishment of an "A" level course is a real possibility. This opportunity would suit a young teacher ready to assume departmental responsibility. A Scale 2 Allowance is available in the first instance.
Applications by letter supported by curriculum vitae naming two referees, should be submitted at once to the Headmaster, The Royal Grammar School, High Street, Guildford, Surrey GU1 3BB.

WORCESTERSHIRE
MALVERN COLLEGE
CHAPLAIN required for September, 1977. Applicants should be under 35. Pastoral responsibility for whole school community is of primary importance. There are 580 boys, of whom 560 are boarders. Opportunities for formal and informal worship centre around a weekly family communion. The Chaplain is expected to teach Divinity. Ability to teach one other subject an advantage. Own salary scale. Chaplain's house available.
Applications in writing, together with curriculum vitae and the names of two referees to the Headmaster, Malvern College, Worcestershire, from whom further details may be obtained.

Science

Heads of Department

BRISTOL
THE RED MAIDS' SCHOOL
Westbury-on-Trym, BS9 3AW
(420 girls, day and boarding, 100 in Sixth Form)
SCIENCE
HEADS OF DEPARTMENT
Required in September, a GRADUATE to teach PHYSICS throughout the school to University Entrance and Advanced level standard. An outstanding candidate could be considered for Head of the Science Department.
Four laboratories
Apply with curriculum vitae and names of two referees to the Headmistress.

KENT
ST. LAWRENCE COLLEGE
Ramsgate
(H.M.C.)
HEAD OF SCIENCE DEPARTMENT
Required for April or September, 1977, experienced GRADUATE to teach PHYSICS to Advanced and Scholarship level and to be HEAD of SCIENCE in September, on retirement of present Head of Department. Salary and allowance on St. Lawrence scale, with accommodation for single candidate.
Applications with curriculum vitae and names of two referees to the Headmaster, St. Lawrence College, Ramsgate, Kent CT11 7AE.

PERTHSHIRE
RANNOCH SCHOOL
(SHMIS—275 boys)
HEAD of PHYSICS DEPARTMENT required April or September. Reasonably experienced, enthusiastic and prepared to join in various activities/sports. Opportunity to sail, climb, ski, etc. Possibility of Housemaster (40 boys 11 to 13).
Previous applicants should reapply. House or flat available. Gross salary to £4,800 plus allowance if married. Apply with C.V. to Headmaster.

Other Assistants

BIRMINGHAM 15
KING EDWARD'S SCHOOL
(H.M.C. Direct grant independent; 700 day boys 11-18)
A GRADUATE is required for September, 1977 to teach BIOLOGY at all levels up to "A" level with the possibility of some scholarship work. An active interest in field work is expected.
Skill in coaching hockey and/or tennis will be a strong recommendation. Help with other activities, especially C.C.F. or scouts will be very welcome.
The School has its own salary scale which is related to the Burnham Scale. It is situated in spacious grounds in the pleasant suburb of Edgbaston.
Please apply to the Chief Master by 21st February, enclosing curriculum vitae and the names of two referees.

BOLTON
BOLTON SCHOOL
(H.M.C., 225 in sixth form)
PHYSICS TEACHER required for September, 1977, to teach throughout the school including a share of the "O" and "A" level work. A good honours graduate is sought and a P.G.C.E. expected. The department is a large and successful one, with a strong academic tradition. The post would be on Scale 1 for someone entering the profession, Scale 2 for someone with successful teaching experience. Ability to help with games an advantage.
Further details sent on request.
Applications, including full statement of qualifications and career to date, and names of referees, should be sent to the Headmaster, Bolton School, Bolton BL1 4PA.

BOURNEMOUTH
Required for April 1977 MATHEMATICS and/or PHYSICS TEACHERS for overseas students preparing for further Education.
Please apply with curriculum vitae to The Principal, ELCE (Centre for English Language and Technical Studies), 31 Poole Road, Westbourne, Bournemouth, BH4 9DL, or telephone 0202 763411.

CUMBRIA
CASTERTON SCHOOL
Boarding School for 340 Girls
Required for September, 1977 —
A TEACHER of PHYSICS and MATHEMATICS (SMP) to "O" level standard. Ability to teach to "A" level in either subject would be an advantage. Position would suit lively candidate seeking first post. Burnham scale. Resident (single) or non-resident. Temporary post also available for April, 1977.
Letter of application with full curriculum vitae and names of two referees to the Headmaster, Casterton School, Kirkby Lonsdale, Cumbria LA6 2SG.

CUMBRIA
ST. BEES SCHOOL
(H.M.C.)
HOUSEMISTRESS
Required in September, a qualified TEACHER to take charge of a new House of day girls, to help with their GAMES and PHYSICAL EDUCATION and to teach preferably BIOLOGY throughout the school. Own salary scale.
Please apply to the Headmaster, School House, St. Bees, Cumbria CA27 0DU, giving details of qualifications and experience, together with names of two referees.

DEVON
KELLY COLLEGE
Tavistock
(H.M.C., 275 boys 13 to 18, 25 sixth form girls, country town 15 miles from Plymouth)
GRADUATE required September 1977 to teach PHYSICS and/or CHEMISTRY to "A" level. Accommodation available. Ability to coach rugger, cricket or hockey a recommendation. Own sailing, canoeing, fishing.
Please send the Headmaster full curriculum vitae and names of two referees.

GLASGOW
THE PARK SCHOOL
(The Girls' School Co. Ltd.)
25 Lynedoch St., Glasgow, G3

PHYSICS
Required for August, 1977, a registered TEACHER of PHYSICS to teach the subject throughout the school, including SYS.
Salary in accordance with the Scottish Teachers' Salaries Memorandum.
Apply to the Headmistress with details of qualifications and names of two referees.

HAMPSHIRE
BEDALES SCHOOL
Petersfield
Hampshire GU32 2DG
Co-educational, 13 to 18
450 pupils
Required for the Summer Term 1977 only a GRADUATE CHEMIST to teach the subject throughout the School, with some Junior Physics. Burnham Scale 1 or 2, according to experience and qualifications.
Apply by letter to the Headmaster with curriculum vitae and the names of three referees. Stamped addressed envelope will bring further details.

HAMPSHIRE
STANBRIDGE EARLS SCHOOL
Romsey SO5 0ZS
CHEMISTRY to "O" and "A" level. GRADUATE required September, training and experience preferred as sole teacher of subject. Small, recognized independent school mostly for boy boarders but some girl and day pupils, 13 to 18. Excellent facilities, beautiful campus. Burnham salaries for Group 8 school plus free accommodation (house or flat available) or Scale living out allowance. Help with extra curricular duties and activities expected.
Apply Headmaster for and with details.

HARROGATE
ASHVILLE COLLEGE
Required for September:
Resident bachelor to share the teaching of PHYSICS throughout the school to Advanced level and to act as House Tutor in a Boarding House Scale 1.
A Scale 2 post will be available from September, 1978. Free accommodation and board. Ability to help with Scouts and Games will be a recommendation.
Apply giving curriculum vitae and the names and addresses of two referees to the Headmaster.

HERTFORDSHIRE
BERKHAMSTED SCHOOL
(Senior School: 340 boys aged 13 to 18)
Required for September 1977: TEACHER of PHYSICS. There will be opportunities of teaching at all levels according to qualifications and interests. Willingness to help with out-of-school activities will be an added recommendation. Accommodation available either for single or married candidates.
Salary: Burnham Scale 2 together with Outer London Allowance.
Apply by letter, enclosing curriculum vitae and the names of one or two referees, to the Headmaster, Berkhamsted School, Berkhamsted, Herts. HP4 2BB.

ISLE OF WIGHT
RYDE SCHOOL
Required in April or September, 1977, a MASTER/MISTRESS to teach BIOLOGY/CHEMISTRY to "O" level and to assist with the coaching of games.
Apply to the Headmaster, giving curriculum vitae and names of two referees.

KENT
ST. LAWRENCE COLLEGE
Ramsgate
(H.M.C.)
Required for September 1977, qualified GRADUATE to teach CHEMISTRY to Advanced level, and preferably, some subsidiary Biology. Ability to assist with extra-curricular activities. Salary on St. Lawrence scale, with accommodation for single candidate.
Applications with curriculum vitae and names of two referees, to the Headmaster, St. Lawrence College, Ramsgate, Kent CT11 7AE.

LIVERPOOL
THE BELVEDERE SCHOOL
G.P.D.S.T.
17 Belvidere Road, Liverpool L8 3TF
Required in April, 1977, if possible, a well qualified Honours GRADUATE to teach PHYSICS to Advanced and Scholarship level.
Burnham Scale.
Apply immediately to the Headmistress, giving the names and addresses of two referees and, if possible, enclosing copies of testimonials.

LONDON, N.6
HIGHGATE SCHOOL
Required in September, 1977, a GRADUATE to teach PHYSICS (Nuffield) throughout the school. Salary above Burnham; accommodation probably available.
Curriculum vitae with names and addresses of two referees to, and details from, Head Master, Highgate School, London N6 4AY (01-340 1524).

LONDON, N.W.3
TOWN AND COUNTRY SCHOOL
38-40 Eton Avenue, London, N.W.3
Required immediately: an experienced Graduate TEACHER of SCIENCE. Temporary appointment considered.
Burnham Scale, superannuation.
Please apply in writing to the Headmistress.

MIDDLESEX
HARROW SCHOOL
Required for September 1977 a full-time CHEMIST able to teach at all levels in the School up to and including University entrance. The post also entails some teaching of Biology or Physics for Experimental Science at "O" level. Accommodation available.
Applications in writing, with the names of two referees, to the Head Master, Harrow School, Harrow-on-the-Hill, HA1 3HW.

MIDDLESEX
BIOLOGY TEACHER required September, 1977, two days a week to teach Biology to "O" level standard. Board of residential day school (11-18 pupils). Salary by arrangement.
Please write with details of experience and names of two referees to the Principal. The Corona School [illegible] Park Road, Harrow on the Hill, Middlesex.

SURREY
EPSOM COLLEGE
Required for September, 1977 two GRADUATES on the SCIENCE side, (1) to teach PHYSICS up to "A" or "S" level with a little MATHEMATICS; (2) to teach CHEMISTRY up to "A" level with some BIOLOGY up to "O" level.
Large Sixth Form. Games desirable but not essential. Good games an advantage. Accommodation available for single and possibly for married person.
Further particulars from Headmaster, Epsom College, Surrey.

SURREY
GUILDFORD HIGH SCHOOL
(Church Schools Company)
London Road, Guildford, Surrey GU1 1SJ
Required in September, GRADUATE to teach BIOLOGY to University Entrance, with some middle-school CHEMISTRY as a member of a lively department with good facilities and technical assistance.
Apply by letter to the Headmistress, with curriculum vitae and names of two referees.

SURREY
REIGATE GRAMMAR SCHOOL
Reigate Road, Reigate, Surrey.
(720 boys)
Required in September a GRADUATE to teach PHYSICS throughout the school and up to Open Scholarship standard.
Salary—Burnham plus London Fringe. Allowance Scale 2 not available for suitably qualified candidate with experience.
Applications with names of two referees to the Headmaster.

SUSSEX
LAVANT HOUSE
Chichester, Sussex.
(Public School for girls 10 to 18)
Required for September — experienced GRADUATE, preferably, to teach CHEMISTRY to "O" level and the major share of GENERAL SCIENCE in the first three school years.
Burnham Scale.
Please apply with curriculum vitae and names of two referees to the Headmistress.

WARWICKSHIRE
RUGBY SCHOOL
GRADUATE required in September 1977 to teach BIOLOGY at all levels throughout the school. The Department is housed in superbly modern laboratories.
Single or married accommodation available.
Applicants should write, including their curriculum vitae and of School activities, together with the names of two referees, to The Head Master, School House, Rugby.

WILTSHIRE
DAUNTSEY'S SCHOOL
West Lavington, Devizes, Wilts.
H.M.C. Direct Grant going Independent.
625 pupils
Open Access Sixth Form College in the neighbouring 11 to 16 Lavington Comprehensive School.
Full Co-educational as from next September.
Well-qualified GRADUATE required for September 1977 to teach CHEMISTRY to "A" and "S" level with some PHYSICS in the Lower School (11 to 14). In a department of four.
Nuffield and traditional approaches to teaching.
Salary: Burnham Scale 1 or 2 and other according to experience and other commitments.
Applications with curriculum vitae and the names of two referees should be made to the Head Master from whom further details may be obtained.

WILTSHIRE
GODOLPHIN SCHOOL
Salisbury, SP1 2RA
(G.S.A. Independent day and boarding)
For September, experienced graduate TEACHER to take CHEMISTRY throughout school and to teach up to University Entrance. Industrial experience welcome. Willingness to help in out-of-school activities welcome. Self-contained unfurnished flat available in rent.
Apply with full details and names of two referees to the Headmistress.

INDEPENDENT
Science continued

WILTSHIRE
ST. MARY'S School
Calne, Wiltshire
Required in September, 1977, GRADUATE to be responsible for the teaching of BIOLOGY to "O" and "A" level and University Entrance standard. Burnham Scale 2. Resident or non-resident.
Apply to the Headmistress with curriculum vitae and names of two referees.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Independent Boarding School for 500 girls
Required for September, experienced TEACHER of BIOLOGICAL SCIENCES to Ordinary/Alternative Level. Two well-equipped Science blocks. Non-resident post. Burnham scale.
Applications to Headmistress with copies of testimonials and names and addresses of two referees.

WORCESTERSHIRE
THE SACRED HEART COLLEGE
Droitwich WR9 0BA
(Boys' Independent, Roll 290, Day and Boarding)
BIOLOGY. Required as soon as possible, a temporary TEACHER for spring term with prospects for a permanent appointment.
Applicant will be expected to teach throughout the school to "O" and "A" level.
Please apply to Reverend Headmaster enclosing curriculum vitae and names of two referees.
Salary—Burnham scale.

Speech and Drama

DORSET
CLAYESMORE SCHOOL
See under "Other than by Subject".

Technical Studies

Heads of Department

CROYDON
WHITGIFT School
(H.M.C.—830 Boys)
Required in September: HEAD of TECHNICAL STUDIES. Whitgift Scale (if above Burnham). The post would offer an opportunity for a teacher to encourage academically able boys to develop their practical skills and interest in design and technology. Accommodation available and assistance of up to £200 with removal expenses, etc.
Further details may be obtained from the Headmaster, Whitgift School, Haling Park, South Croydon, CR2 6YT, to whom applications should be addressed with details of two referees and testimonials if so desired.

Other Assistants

COVENTRY
BABLAKE SCHOOL, CV1 4AU
(Direct Grant, becoming Independent. Boys 762. Girls 107. Sixth form 250.)
Required for September, 1977, TEACHER of HANDICRAFT (metal and wood). All pupils do craft up to the Fourth Form, some in the Fifth. It is an option in the Sixth Form (Technical Studies courses. Machine drawing is also an option.
Applications with curriculum vitae and names of two referees to Director, Coventry School, Bablake, Coventry CV1 4AU. Salary Burnham Scale, with addition.

KENT
SEVENOAKS SCHOOL
(H.M.C. pupils)
A second HANDICRAFT TEACHER is required to share duties with Head of very active department. Original ideas and a creative approach are sought. The Workshop is primarily geared towards Woodwork, but a broader view would be welcomed.
Apply to Headmaster from whom full details are obtainable with full curriculum vitae and names of two referees.

RUTLAND
Required for September, 1977, a GRADUATE (degree in Art and Design or its equivalent) to run the school workshop. Experience required in cabinet-making and furniture: experience in working with metal, plastic or light engineering an asset.
Applications to the Headmaster, Uppingham School, Rutland LE15 9QE.

SURREY
CATERHAM SCHOOL
H.M.C.
300 Boarders, 450 Day Boys
Required in September 1977
TEACHER to be responsible for WOODWORK, DESIGN and TECHNOLOGY courses throughout the School in expanding department. Help with games a recommendation.
Salary: Burnham, according to qualifications and experience.
Accommodation may be available.
Apply, with full curriculum vitae and names of two referees, to the Headmaster, Caterham School, Harestone Valley Road, Caterham, Surrey CR3 6YA.

WORCESTERSHIRE
BROMSGROVE SCHOOL
(H.M.C. Mainly Boarding)
Qualified TEACHER, preferably graduate, for September 1977 to teach TECHNICAL DRAWING to "O" and "A" Level. Workshop experience and/or MATHEMATICS to "O" Level would be an advantage. Help with extra-curricular activities essential. Single and married accommodation available.
Further details of post and salary from the Headmaster, Bromsgrove School, B61 7DU (0527 32774).

Other than by Subject Classification

BERKSHIRE
READING BLUE COAT SCHOOL
Sonning-on-Thames
Berks. RG4 0SU
Independent—Boarding and Day Boys
(11 to 18)
TEACHER required in September, 1977, for ECONOMICS to "A" level and S.M.P. MATHEMATICS to "O" level. Economics is being introduced as an "A" level course.
Applications, giving names of two referees should reach the Headmaster by February 11.

DORSET
CLAYESMORE SCHOOL
(I.S.A. Co-educational Boarding)
Required for September, 1977, GRADUATE to teach at least two of the following to "O" level: ENGLISH, HISTORY.
Some Sixth Form History available to suitably qualified candidate. Preference given to a Mistress who will act as resident House Tutor in Girls' Boarding House of 55 girls. Free board and lodging and responsibility allowance payable for these duties.
An interest in Drama, a strong recommendation and with developments of co-education there are good opportunities for extending established tradition. Scale 2 Burnham. Government Superannuation.
Applications with curriculum vitae and names of two referees to the Headmaster, Clayesmore School, Iwerne Minster, Blandford, Dorset DT11 8LL.

EDINBURGH
FETTES COLLEGE
Required for September, 1977 two Honours TEACHERS of (1) CHURCH with SPANISH (to O.G.E. "O" and "A" level), (2) MATHEMATICS (to O.G.E. "O" and "A" level. Some Statistics desirable).
Help with games an advantage, but full participation in boys' boarding school life essential.
Accommodation available.
Applications in writing, with names of two referees, to Headmaster, Fettes College, Carrington Road, Edinburgh EH4 1QX.

EDINBURGH
ST. GEORGE'S SCHOOL FOR GIRLS
Garscube Terrace,
Edinburgh EH12 6BG

TEACHER OF BIOLOGY
Required for September 1977, HONOURS GRADUATE to share in teaching of BIOLOGY throughout the Secondary School to O.G.E. "A" level and "S" level and College Entrance and Scholarship Examinations Oxford and Cambridge.

TEACHER OF MATHEMATICS
Required for September 1977, HONOURS GRADUATE to share in teaching of MATHEMATICS throughout the Secondary School, O.G.E. "A" level and College Entrance and Scholarship Examinations. Oxford and Cambridge teaching available for a suitable candidate.
Applications, with the names and addresses of two referees and particulars of education and previous experience, should be made to the Headmistress at the above address by 21st February, 1977.

EDINBURGH
ST. MARY'S MUSIC SCHOOL,
Patons, Yetholm Mansion.
Applications are invited from suitably qualified registered TEACHERS for vacancies for session 1977-78 in the following subjects: MATHEMATICS or MATHEMATICS and PHYSICS, ENGLISH, HISTORY. There will be one full-time appointment. The other subjects will be covered by part-time staff. There is a vacancy for a tenor lay clerk at St. Mary's Cathedral which may be held by one of the teachers appointed.
Applications with names of two referees should be submitted by 28 February to the Head Teacher, Dr. Carolyn Rosen, St. Mary's Music School, Manor Place, Edinburgh EH3 7EB, from whom full particulars may be obtained.

LONDON
DULWICH COLLEGE PREPARATORY SCHOOL
(I.A.P.S.)
Required in September, a qualified TEACHER to take a class in the pre-preparatory department (130 boys, 5 to 7, 7 years). This is a class of 20 where there is scope for an individual approach to the work.
A new building was opened in 1971.
London Burnham Scale 1 and Government Superannuation.
Please apply to the Headmaster, 42 Alleyn Park, London, S.E.21, giving details of age, training and experience, and including a telephone number, if possible.

LONDON, N.W.7
HASMONEAN GRAMMAR SCHOOL FOR GIRLS
2-4 Page Street, London, N.W.7
(Tel.: 01-203 4294)
Full-time fully qualified and experienced TEACHERS for PHYSICS and junior SCIENCE, FRENCH and ENGLISH up to "O" level required immediately. Burnham Scale.
Apply to the Secretary, enclosing curriculum vitae.

OXFORDSHIRE
CRANFORD HOUSE
A recognised Girls Day School, invites applications (Summer Term) for Staff to fill the following posts:
(1) MATHEMATICS (S.M.P. to O level)
(2) FRENCH
(3) PHYSICAL EDUCATION.
Colleges may be offered to successful candidates.
Enquiries with telephone numbers please to The Principal, Cranford House School, Moulsford, Wallingford.

PERTHSHIRE
STRATHALLAN SCHOOL
Full details P.R.S.V.B.
Required for September, 1977, suitably qualified TEACHER for MIDDLE SCHOOL (up to "O" level) MATHEMATICS and ENGLISH. Must be willing to help with games and or outside activities. Accommodation available.
Applications with full curriculum vitae and names of two referees to the Headmaster, Strathallan School, Perth PH2 9EG, as soon as possible.

RUTLAND
Required for September, 1977, GRADUATES to teach the following subjects throughout the school to University Scholarship level:
(1) BIOLOGY
(2) ECONOMICS
Applicants should indicate what help they are able to give with extra-curricular activities, in particular games and the C.C.F.
Applications to the Headmaster, Uppingham School, Rutland LE15 9QE. Telephone: Uppingham 3416.

SHROPSHIRE
BEDSTONE SCHOOL
(Co-educational Boarding)
Required for September 1977 well qualified GRADUATE to teach HISTORY/ECONOMICS to Advanced Level. The ideal applicant would be a married man prepared to act as House Master and whose wife would be Matron for a Girls' Boarding House. Other applicants also considered.
Full curriculum vitae to the Headmaster, Bedstone School, Bucknell, Salop, SY7 0BG.

SWITZERLAND
AIGLON COLLEGE
For posts vacant at this College see page 66.

WARWICK
WARWICK School
Junior Department for boys aged 7 to 11 years.
Vacancy for April 1977 for an ASSISTANT TEACHER to teach a form of 24 children, all abilities, average ability. Primary School Curriculum. Salary Burnham Scale 1 plus Warwick allowance of £210 per annum. I.A.P.S. superannuation scheme.
Apply by letter with names and addresses of two referees and full personal and professional information to the Headmaster, Warwick School, Warwick.

GABBITAS-THRING SERVICES LTD.
6, 7 & 8 Sackville Street
London, W1X 2BR
Telephone: 01-734 0161
are seeking well-qualified graduate school teachers for posts in
INDEPENDENT SCHOOLS
No fee whatever is payable by candidates for teaching posts.

F.I.O. Vacancies in good Independent Schools. Details [illegible] to Staff Dept., [illegible] Gardens, London, W.8.

Preparatory Schools

Headships

CLWYD
CHIRK PREPARATORY SCHOOL
Required from September, 1977, suitably qualified and experienced PRIMARY SCHOOL TEACHER as HEAD of this newly organized mixed day school for approximately 70 four to 11-year-old children. Salary to be negotiated. Applicants should be committed Christians.
For further information and application forms please send stamped addressed envelope to the Secretary to the Board of Governors, Chirk Preparatory School, care of Gwyn Alis Hall, Llangollen, Clwyd, North Wales. Completed forms to be returned by 4th March, 1977.

KENT
HILDENBOROUGH SCHOOL
Heath, Kent
I.A.P.S., A.H.S.P.S.
Co-educational boarding and day preparatory school
Charitable and Education Trust are seeking for September, 1977, a HEADMASTER of drive and imagination with good teaching and administrative ability to take charge of a well-established and thriving and happy community at an important stage of its development; 180 children of which 100 boys, and 80 girls, full boarding, all day. The School is about two hours from London in beautiful country and near the sea. An attractive four-bedroom cottage in the grounds plus the customary residential emoluments are available.
Salary is negotiable; Department of Education Superannuation Scheme.
Applications, with curriculum vitae and two referees, should be sent by 19th February to the Secretary of the Council, Hildenborough School, Heath, Kent [illegible] from whom further details may be obtained.

YORKSHIRE
HILL HOUSE PREPARATORY SCHOOL
Rutland Street, Doncaster DN1 2JD
I.A.P.S. Day School
(200 pupils aged 4 to 13)
The Governors invite applications for the post of HEAD, which will become vacant in September on the appointment of the present Headmaster to Westminster Cathedral Choir School.
Applications must be received by February 28th and interviews will be held during March.
Full details and application forms are obtainable from the Clerk to the Governors, 11/13 Thorne Road, Doncaster DN1 2HJ.

Deputy Headships Senior Masters/Mistresses

CROYDON
CROYDON HIGH SCHOOL
G.P.D.S.T.
Old Farleigh Road, Selsdon, South Croydon
Wanted for September next, a HEAD of LOWER SCHOOL: approximately 300 pupils, age range 5-11 years. A Head of Department Burnham Scale 4 allowance is payable. *A well-qualified and experienced* candidate is looked for.
Written applications to the Head Mistress as soon as possible, enclosing copies of two testimonials, names of two referees and curriculum vitae.

NORFOLK
RIDDLESWORTH HALL SCHOOL
Diss, Norfolk
Required in September, a fully qualified and experienced person to assume the duties of resident DEPUTY HEAD in girls' preparatory school (135 girls, age range 7 to 13 years, all boarding). Recognised by the Ministry of Education and member of A.H.M.P.S.
Government Superannuation and Burnham Scale. Excellent post for someone willing to take a full part in all aspects of school life.
Wide scope for initiative in a happy atmosphere in lovely surroundings on the borders of Norfolk and Suffolk.
Small flatlet could be available.
Apply to The Headmistress and please give names and addresses of two referees.

By Subject Classification

Art and Design

LANCASHIRE
ROSSALL JUNIOR SCHOOL
Required for September, 1977, Young resident TEACHER of HANDWORK with some General Subjects throughout the school. Willingness to assist with games an advantage. Rossall Salary Scale.
Applications, including names, addresses and telephone numbers of two referees to: The Headmaster, telephone Fleetwood (03917) 4133.

Classics

DORSET
Required for April 1977 or for September a TEACHER of LATIN in the upper part of the school. Ability to help with games, e.g., cricket, rugger, athletics, swimming an advantage.
Please write with curriculum vitae and names of referees, to the Headmaster, The Preparatory School, Sherborne, Dorset DT9 3NZ.

SCOTTISH BORDER
ST. NINIAN'S
Moffat, Dumfriesshire
I.A.P.S. founded 1879, 75 boarders, I.S.V.B.A. class
Young resident MASTER to teach LATIN from September throughout small traditional prep. school with exceptional recent scholarship record and definite classical interests. Scope for wide range of games and hobbies. Small flat available.

English

Heads of Department

CHANNEL ISLANDS
ST. MICHAEL'S SCHOOL
Jersey
I.A.P.S. 200 children
HEAD of ENGLISH DEPARTMENT required for April or September, 1977, to teach to P.S.S. level. A well qualified and experienced teacher is sought. Accommodation available. Salary in accordance with Burnham, Government Superannuation scheme.
Apply in writing to the Headmaster, St. Michael's School, Five Oaks, Jersey, Channel Islands.

Other Assistants

SOUTH YORKSHIRE
Required for September, a qualified TEACHER, preferably a graduate, to take charge of ENGLISH in I.A.P.S. Day School. Able to assist with Games—RUGBY and/or CRICKET—essential. Non-resident. Burnham Scale. Government Superannuation.
Apply in writing with testimonials and the names of two referees to the Headmaster, Westbourne Preparatory School, 50 Westbourne Road, Sheffield, S10 2QQ.

Geography

SURREY
DOWNSIDE PREPARATORY SCHOOL
Purley
(I.A.P.S.—boys eight to 13½)
Required in April, young, qualified, preferably Graduate TEACHER, to teach GEOGRAPHY throughout the school to C.E. and P.S.S. level. Some help with Middle School English and Games is desirable.
Non-resident. Burnham Scale. Government Superannuation.
Apply to the Headmaster with curriculum vitae and details and addresses of referees.

Mathematics

Heads of Department

DORSET SP7 9QA
PORT REGIS
(I.A.P.S. 170 children aged 7 to 13 180 boarders)
HEAD of MATHEMATICS required September. Teaching Room (Office: Maths Centre), Resident or Non-resident, at our Estate. Young staff welcomes enthusiast skilled in sport. 20 point scale available.
Apply, Headmaster, Port Regis, Motcombe Park, Shaftesbury (0747 2566).

Other Assistants

KENT
WOOTTONLEY HOUSE SCHOOL
Ash, Canterbury
MATHEMATICS GRADUATE required for September, 1977, to take Senior maths up to Common Entrance and Scholarship level. A suitably qualified candidate would have the opportunity of taking over the department. Help with rugby and cricket an advantage.
Woottonley House is a Recognised Co-educational Day Preparatory School and a member of IAPS with 275 pupils.
Applications should be in writing to the Headmaster, giving full details of curriculum vitae and the name and address of two referees.
Woottonley House School, Ash, Canterbury CT3 2HT, Kent (Tel. 0304 812411).

WINCHESTER
THE PILGRIMS' SCHOOL
MATHEMATICAL SPECIALIST wanted in September to teach SMP Maths from 9 to 13 years including scholarship candidates. Headship of department available to suitable applicant. Interest and skill in games desirable. Accommodation available for bachelor.
Write with details of experience and names of two referees to the Headmaster, The Pilgrims' School, Winchester, Hants.

YORKSHIRE
GIGGLESWICK SCHOOL
Catteral Hall
(I.A.P.S.)
Required in September, 1977, a TEACHER of MATHEMATICS with a subsidiary subject. Ability to teach cricket a strong recommendation. Giggleswick Scale. Government Superannuation. Single or married accommodation available.
Apply with names and addresses of two referees to Headmaster, Catteral Hall, Giggleswick, Settle, North Yorkshire, BD24 0DD.

Modern Languages

ESSEX
WIDFORD LODGE
Chelmsford
I.A.P.S. Boys Preparatory School
Required in April, 1977, a MASTER, preferably young and preferably qualified or with a Certificate of Education to take mainly FRENCH from nine-plus to the top form. Burnham plus £300 and if married the School will help with house. Half fees for children in School. Government Superannuation.
Five-day week school, with weekly boarders going home with the day boys at 4.30 p.m. on Friday afternoons.
Apply with phone number to Headmaster, Widford Lodge School, Chelmsford (0245 [illegible]) with the names of two referees.

Music

BUCKINGHAMSHIRE
HALLMAN'S CHILTERN
Gerrards Cross, Buckinghamshire SL9 8BH
(Recognised Preparatory Boarding and Day School for girls aged five to 13)
Required in May, 1977, TEACHER for individual PIANO pupils. Approximately 55 pupils. Post resident or non-resident.
Apply Headmistress.

NORFOLK
RIDDLESWORTH HALL SCHOOL
Diss, Norfolk
Required in September, 1977, a fully qualified MUSIC TEACHER to take charge of the subject throughout the school. Wide scope for initiative and experiment in a pleasant school where music plays an important part.
Government Superannuation and Burnham Scale.
135 girls, age range 7 to 13 years, all boarding.
Recognised by the Ministry of Education and member of A.H.M.P.S.
Apply to The Headmistress and please give names and addresses of two referees.

OXFORD
DRAGON SCHOOL
Wanted for Summer or Christmas Term 1977, full-time VIOLIN TEACHER to take small classes of eight or nine year old pupils, coach small groups, assist with two orchestras and take individual pupils.
Salary according to I.S.M. or Burnham.
Apply in writing to Director of Music (including curriculum vitae and the names of two referees).

SURREY
GUILDFORD HIGH SCHOOL
(Church Schools Company)
London Road, Guildford, Surrey GU1 1SJ
Required in September, well-qualified and enthusiastic class MUSIC TEACHER to assist in a thriving department which includes a team of visiting instrumental teachers. Music is a curriculum subject throughout the school to "A" level. There are several choirs and orchestras, a wind-band and guitar groups.
The successful applicant must be *a good pianist and would teach* mainly in the Junior School (ages 5-10) with some Senior School work in addition.
Apply by letter to the Headmistress, giving any second teaching subject, full curriculum vitae and the names of two referees.

LONDON, S.W.19
ENGLISH TEACHER required for summer term, temporary or permanent, full or almost full time, boys aged eight to 13. Average size of class 24.
Burnham Scale. Maximum London allowance. Free meals.
Apply Headmaster, Wimbledon College Preparatory School, 1 Edge Hill, Wimbledon, SW19 4NS.

Science

Heads of Department

BRIGHTON
BRIGHTON COLLEGE JUNIOR SCHOOL
Requires in September a HEAD of the SCIENCE DEPARTMENT to teach to Common Entrance and Scholarship level. Some other subject, preferably geography. A games player or instrumentalist would be particularly welcome.
Apply with full details of career and the names of two referees to the Headmaster, Brighton College Junior School, Walpole Lodge, Walpole Road, Brighton BN2 2EU.

Other Assistants

BUCKINGHAMSHIRE
DAVENIES SCHOOL
Beaconsfield
I.A.P.S. Day School
Required in May, 1977, a TEACHER for SCIENCE to C.E. and P.S.S. with JUNIOR MATHS. Normal supervisory duty and assistance with Games. Non-resident. Burnham Scale. Government Superannuation.
Apply to Headmaster with full details and names of two referees.

Other than by Subject Classification

DORSET
Required for April, 1977, junior form TEACHER. Burnham Scale 1.
Please write with curriculum vitae and names of referees, to the Headmaster, The Preparatory School, Sherborne, Dorset DT9 3NZ.

DUMFRIESSHIRE
ST. KIARAN'S
Moffat
Two resident TEACHERS required for small girls' school (ages 5 to 13) in April or September, able to teach two or more of the following subjects to Scholarship Common Entrance level: GEOGRAPHY, MATHS, R.E., HISTORY, ENGLISH. Also an interest in P.E. or MUSIC, or ART or DRAMA would be an advantage.
Please apply to the Headmistress with curriculum vitae and the names of two referees.

LANCASHIRE
ROSSALL JUNIOR SCHOOL
Required for September, 1977: Young resident TEACHER for FRENCH/ENGLISH. Willingness to assist with games essential. Rossall Salary Scale.
Applications, including names, addresses and telephone numbers of two referees to: The Headmaster (telephone: Fleetwood (03917) 4133).

CHANNEL ISLANDS,
VICTORIA COLLEGE,
JERSEY
GRADUATE
REQUIRED FOR SEPTEMBER 1977
TO TEACH
FRENCH
up to 'O' level and possibly beyond.
German or Latin as a second language would be welcome.
Salary: Burnham Scale 1
Further details from the Headmaster.
Telephone: Monday to Friday,
Office hours only, 9.00 to 5.00.
(Jersey (0534) 37591)

Married Headmaster
Preferably Roman Catholic
required in September, 1977, for Co-educational Preparatory Boarding and Day School in Sidmouth, Devon
Approximate age range 35-45
Salary in region £6,000
plus free accommodation, etc.
Particulars and application forms from:
R. F. Hollingshead Esq., M.A.,
FORD, SIMEY & FORD,
Warwick House, 30 High Street,
Sidmouth, Devon
to whom application forms should be returned by 15th February, 1977.

INDEPENDENT
Other Assistants continued

LONDON NW3
HAMPSTEAD
Experienced TEACHER with high standards wanted April or September in [illegible] girls preparatory school for GENERAL SUBJECTS and PHYSICAL EDUCATION. Apply with full particulars, references, etc., to the Headmistress, [illegible] Hall School, 51 Lion Avenue, London NW3 [illegible].

LONDON, N.12
[illegible] SCHOOL, Woodside Park, N.12
This Christian foundation requires Form TEACHER for 20 eight-year-old boys in May. Senior work possible for applicants offering MORAL TRAINING or GEOGRAPHY to C.E. Good games essential.
Salary, Burnham Scale with London Weighting.
Applications with curriculum vitae and names of two referees to the Reverend Headmaster.

LONDON, W.6
LATYMER UPPER SCHOOL
Hammersmith, London, W6 9LR
(H.M.C., Direct Grant, going independent; 1,100 boys).
Wanted for April 1977: a qualified TEACHER for nine and 10-year-old boys in the Preparatory Department.
Salary: London Burnham or scale appropriate to qualifications and experience.
Apply to the Headmaster with full particulars and names of two referees.

MIDDLESEX
ST. DAVID'S SCHOOL
Ashford
Required, Summer Term, 1977, a fully qualified ASSISTANT to teach GENERAL SUBJECTS including SCIENCE in Preparatory Department of Girls' School.
Apply to the Headmistress, as soon as possible with full details of qualifications and experience with the names and addresses of two referees.

RICHMOND upon Thames
(London Borough of)
NEWLAND HOUSE SCHOOL
Waldegrave Park, Twickenham
A Coeducational I.A.P.S. Day School requires for April or September a qualified ASSISTANT to teach a form of 20 seven to eight-year-olds. Assistance with games, particularly athletics, higher in the school helpful but not essential. Someone prepared to play a full part in the life of the school especially welcome.
This school is an Educational Trust with a board of governors.
Salary: London Burnham with Government Superannuation.
Please apply in writing enclosing a curriculum vitae and giving the names of two referees to the Headmaster.

SURREY
Large I.A.P.S. Boarding and Day School for boys requires two qualified TEACHERS, preferably with some experience. One (in April if possible) for the eight to 10-year age group, mainly ENGLISH but also General Subjects, including beginners' FRENCH. Help with out-of-school activities an asset.
The other post for September, 1977, is for a form TEACHER for the six-year-old class in the pre-preparatory Department.
Accommodation in the school can be provided for single teachers but the posts can be resident or non-resident. Salary is Burnham Scale with Surrey Weighting.
Applications with curriculum vitae and names of two referees to the Headmaster, Hazelwood School, Wolfs Hill, Limpsfield, Oxted, Surrey.

WOLVERHAMPTON
Young qualified TEACHER required for summer term for Kindergarten class (four year olds) in day preparatory school on outskirts of Wolverhampton. Full-time post. Burnham Scale 1.
Details and application forms from Secretary, 51 Newbridge Crescent, Wolverhampton, WV6 [illegible].

YORKSHIRE
ST. DAVID'S PREPARATORY SCHOOL
Royds Mount, Huddersfield
HD1 [illegible]
(Recognized I.A.P.S. Boys' Day School)
(1) Required in May or possibly September, a TEACHER to take two of the following subjects to C.E. and Scholarship standard: LATIN, FRENCH, HISTORY.
(2) Required in September a MASTER to be responsible for the PHYSICAL EDUCATION and GAMES throughout the school.
Superannuation and Burnham (Scale 1-2). Possibility of low rental self-contained flat.
Details of qualifications, experience and interests, together with any testimonials and the names of referees, should be sent to the Principal.

Colleges of Further Education

Heads of Department

SOUTH TRAFFORD
COLLEGE OF FURTHER EDUCATION
Manchester Road,
West Timperley, Altrincham
Applications are invited for the following posts:
LECTURER I IN BUSINESS STUDIES
(Law and Accounts)
effective either from 1st May or 1st September, 1977.
LECTURER I IN MATHEMATICS
effective from 1st September, 1977.
Further particulars can be obtained from the Director of Staffing, South Trafford College of Further Education, Manchester Road, Altrincham, Cheshire, to whom they should be returned by 16th February, 1977.

SOUTH TYNESIDE
(Borough of)
EDUCATION DEPARTMENT
SOUTH SHIELDS MARINE AND TECHNICAL COLLEGE
HEAD OF DEPARTMENT, Grade 3, MATHEMATICS and SCIENCE.
Salary scale £6,231 to £7,023 plus £312 supplement.
Applications are invited for the above appointment, duties to commence September, 1977. Candidates should be GRADUATES in MATHEMATICS and/or PHYSICS, with appropriate teaching experience. The Department is responsible for servicing of Mathematics and Science subjects throughout the college, and also offers a wide range of "O" and "A" level subjects. The person appointed will be expected to develop the work of the Department, particularly with respect to new Technical Courses.
Application forms may be obtained by sending a stamped addressed envelope to the Principal, South Shields Marine and Technical College, St. George's Avenue, South Shields, Tyne and Wear.
Completed forms should be returned to the Principal as soon as possible.
K. Biringer, Director of Education.

TECHNICIAN EDUCATION COUNCIL

Appointment of

EXTERNAL MODERATORS

The moderators will play a key role in establishing and maintaining the standards of the Council's awards by monitoring the operation of TEC programmes and assessment arrangements. The Council invites applications for the following appointments.

FULL-TIME POST (SECTOR B)

(effective from April 1, 1977 or as soon as possible after that date)

The moderator will be based in the London and Home Counties area and applicants should have suitable experience relevant to Sector B (Construction and related subjects). The post may be filled by secondment from an existing post or by appointment to the Council's service.

Salary will be in the range £5,600 to £6,500 p.a. and starting salary will depend on previous experience.

PART-TIME POSTS

The Council aims to establish a register of people willing to act as part-time moderators so that appointments can be made in time for the major development of TEC's work in September, 1977, and that further appointments can be made as the work develops after that date. Applicants can be from either teaching or industry but should have current or recent experience relevant to the work of Sectors A, B or C (Science-based subjects).

Further details of the above posts and application forms for the part-time posts can be obtained by writing to the Chief Officer (ref. EM) at 76 Portland Place, London W1N 4AA. There are no application forms for the full-time post.

Closing date for applications, February 18, 1977.

HERTFORDSHIRE COUNTY COUNCIL

ST ALBANS COLLEGE
Hatfield Road, St Albans

Applications are invited from suitably qualified graduates for the post of

PRINCIPAL

The vacancy arises as a result of the appointment of the present Principal, Mr. R. L. Helmore, as Principal of the Cambridgeshire College of Arts and Technology, and it is hoped that the successful candidate will be able to take up the appointment next September.

The College is housed in modern buildings on a site near to the town centre and the post offers a good deal of scope to candidates with particular interest in the development of further education. The salary group under the 1976 Burnham Further Education Report is 6.

Further details are available from the County Education Officer (Ref.: GHM), County Hall, Hertford, SG13 8DF, to whom applications should be submitted by 25 February.

Other Appointments

BEDFORDSHIRE
EDUCATION SERVICE
ASSISTANT TO THE PRISON EDUCATION OFFICER
H.M. Prison, Bedford
Applications are invited from suitably qualified men or women for this appointment which will be on the staff of Bedford College of Higher Education.
The person appointed will share responsibility with the Prison Education Officer for the administration of the Education Service at H.M. Prison, Bedford, and will have a particular responsibility for the remedial programme and for the development of a scheme of general studies and remedial work with young prisoners on remand. For professional purposes the post will be on the staff of Bedford College of Higher Education and the person appointed will be expected to do some teaching in the Humanities Studies Department at the College.
Salary: Further Education Lecturer I—£3,781 to £4,686.
Application forms and further particulars are available from the Chief Education Officer, County Hall, Cauldwell St, Bedford, to whom application forms should be returned by 11 February, 1977.

BERKSHIRE
READING COLLEGE OF TECHNOLOGY
LECTURER Grade I in PROFESSIONAL COOKERY required for 1st September, 1977, to teach the theory and practice of food preparation to students attending full-time and part-time courses. Applicants should have first class hotel training, and some teaching experience would be an advantage.
Application forms and further particulars are available from the Registrar, College of Technology, Kings Road, Reading. Completed forms should be returned within 14 days of the appearance of this advertisement.

BERKSHIRE
READING COLLEGE OF TECHNOLOGY
DEPARTMENT OF BUSINESS AND MANAGEMENT
Applications are invited for three teaching posts which will be available as from September 1, 1977, of LECTURER I grade in the following subjects:—
(1) ACCOUNTING.
(2) GEOGRAPHY / ECONOMIC GEOGRAPHY.
(3) LAW.
The persons appointed will share in the teaching of these subjects up to O.N.C./O.N.D. and G.C.E. levels. In each case it is important that applicants should be able and willing to teach at least one other subject in the field of business or management studies.
Application forms and further particulars may be obtained from the Registrar, Reading College of Technology, King's Road, Reading RG1 4HJ, to whom completed applications should be returned within 14 days of this advertisement.

CAMBRIDGE
CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY
LECTURER in HISTORY of ART and DESIGN
Required from 1st September, 1977, to teach "A" level HISTORY of ART (17th century or Neo-Classical and Romantic Period of the Modern Movement). Ability to teach the history of the printed book and the history of printmaking would be an advantage. About half the lecturer's timetable would be devoted to teaching Foundation and Graphic Design students.
Salary: £3,469 to £4,377 plus £312 per annum, starting point to depend on qualifications and experience.
Further particulars and application forms from Head of School of Art, CCAT, Cambridge CB1 2AJ. Forms should be returned by Friday, 18th February, 1977.

CAMBRIDGESHIRE
PETERBOROUGH TECHNICAL COLLEGE
Required for September 1, 1977:
LECTURER Grade 1 BRICKWORK.
Applicants should be qualified to teach at C.T.I. and Building Craft level to full and part-time day release students.
Salary in accordance with Burnham Technical Scales, £3,469 to £4,377 per annum plus salary supplement of £312, starting point depending upon qualifications and previous relevant experience.
Further details and forms of application obtainable from the Principal, Peterborough Technical College, Park Crescent, Peterborough PE1 4DZ, to whom completed forms should be submitted as soon as possible.

CHESHIRE
EDUCATION COMMITTEE
CHESTER COLLEGE OF FURTHER EDUCATION
Eaton Road, Handbridge, Chester
Principal:
Adrian Bristow, M.A. (Cantab.)
DEPARTMENT OF BUILDING
Required as soon as possible.
LECTURER Grade I to teach BRICKWORK and ancillary subjects to Advanced Craft Certificate level. Applicants should be appropriately qualified and have both industrial and teaching experience. Teacher training an advantage.
Application forms and further particulars may be obtained from the Principal to whom completed forms should be returned as soon as possible.

CHESHIRE
EDUCATION COMMITTEE
HALTON COLLEGE OF FURTHER EDUCATION
Kingsway, Widnes, Cheshire WA8 7QQ
Required as soon as possible
DEPARTMENT OF BUSINESS AND GENERAL EDUCATION
LECTURER I in SECRETARIAL STUDIES (2 posts).
Applicants should preferably be teacher trained and be able to offer Pitman 2000 Typewriting, Audio Typewriting, Office Practice, and Clerical Duties.
DEPARTMENT OF COMMUNITY SERVICE, FOOD AND FASHION
LECTURER I in LIBERAL STUDIES/ART.
The person appointed will be expected to work as a member of a Liberal Studies team. It is intended that he/she will help to develop Art and Craft and/or Music subjects within the context of General and Communication Studies.
Further particulars and application forms are available from the Principal (stamped addressed envelope).

DEVON
EDUCATION COMMITTEE
SOUTH DEVON TECHNICAL COLLEGE
Torquay
ENGLISH AS A FOREIGN LANGUAGE
Temporary staff required for Summer Courses, 1977:—
(1) General English Courses.
15 hours per week plus optional additional p.m. classes.
Course A: 4th July-12th August, 1977.
Course B: 15th August-2nd September, 1977.
(II) Pre-sessional Courses for Postgraduate Students.
12 or eight weeks from July.
Remuneration:
Post (I)—General English Courses, £3.51 per hour.
Post (II)—Pre-sessional Courses for Post-Graduate Students, £4.25 per hour.
Qualifications and experience in E.F.L. required for Post (II).
Postgraduate qualification and experience abroad essential for Post (II).
Full details and application forms from: The Principal, South Devon Technical College, Newton Road, Torquay. Please enclose stamped addressed envelope. Completed applications to be returned by 4th March, 1977.

EAST SUSSEX
BRIGHTON TECHNICAL COLLEGE
FACULTY OF COMMERCE
LECTURER II in OFFICE STUDIES. Applicants must be well-qualified in secretarial skills. Experience in organizing audio, shorthand laboratories and an ability to develop a model office would be advantageous.
Relocation grants in approved cases.
Details from Principal, Brighton Technical College, Pelham Street, Brighton BN1 4FA (telephone 0273 685971). Closing date February 14, 1977.

GLASGOW
PAISLEY COLLEGE
DEPARTMENT OF SOCIAL STUDIES
HEALTH VISITOR TUTOR
Required by 1st June, 1977. Preferably a graduate with district nurse training and experience who can play a constructive part in new developments in training of Health Visitors.
Salary: Lecturer "A"—£3,528 to £6,324.
Application forms and further particulars from the Establishment Section, Paisley College of Technology, High Street, Paisley PA1 2BE, Renfrewshire, quoting reference 1E8/18/1, (Telephone number 041-887 1241). Closing date 31 March, 1977.
Informal inquiries to: Professor H. N. Sheldon, Department of Social Studies (Extension 240).

GLOUCESTERSHIRE
WEST GLOUCESTERSHIRE COLLEGE OF FURTHER EDUCATION
College Road, Cinderford GL14 2JY (Telephone Cinderford 22191)
LECTURER I wanted for September 1977 in the Department of ART and EXTRA MURAL STUDIES for Art and Craft subjects. Candidates must be prepared to teach Art and/or Craft work to G.C.E. "O" and "A" levels. Preference given to applicants offering dressmaking and design, fabric printing, weaving, pottery or other industrial design subjects. This is a temporary post until August 31, 1978.
Salary: £3,469 to £4,377 (plus £312 supplement).
Application forms and further details from the Principal. Enclose stamped addressed envelope.

HERTFORDSHIRE
WARE COLLEGE
Scotts Road, Ware
LECTURER Grade I for CHILD DEVELOPMENT to teach mainly on N.N.E.B. courses. If possible to commence Easter 1977.
Further particulars and application forms may be obtained from the Registrar to whom they should be returned within two weeks of the date of this advertisement.

ISLE OF MAN
BOARD OF EDUCATION
COLLEGE OF FURTHER EDUCATION
Applications are invited from LECTURERS, Grade I, and are additional staff required from 1st September, 1977, to teach the following subjects:—
DEPARTMENT OF ART
(1) ART. Applicants should have Dip.A.D. or B.A. in Art and Design and a postgraduate Certificate in Education. Duties include work with full-time, part-time and recreational classes, covering drawing and painting, basic design and a range of subjects such as graphics, film, fabrics, etc.
Flexibility and adaptability in changing conditions are regarded as vital.
DEPARTMENT OF BUSINESS STUDIES
(2) LAW to H.N.C./D.N.C./O.N.D. courses. Additional subjects should be clearly stated.
DEPARTMENT OF CATERING
(3) CATERING SUBJECTS. A Lecturer of Professional Cookery and Catering Subjects to teach City and Guilds of London Institute Craft Courses to the level of 706/2.
(4) ACCOMMODATION and APPLIED SCIENCES to Catering Craft Students who are preparing for City and Guilds of London Institute to the level of 706/2.
DEPARTMENT OF ENGINEERING
(5) ELECTRICAL SUBJECTS to technician and craft courses. Minimum qualifications—H.N.C. in electrical and electronic engineering. Teaching experience up to O.N.C. level in both electrical and electronic subjects.
Applicants for all posts should be suitably qualified with industrial and/or commercial experience and teacher trained.
Forms of application and further particulars obtainable from the Principal, College of Further Education, Homefield Road, Douglas, to whom completed forms should be returned by 28th February, 1977.

LANCASHIRE
EDUCATION COMMITTEE
FURTHER EDUCATION
GLOVER'S COURT COLLEGE OF FURTHER EDUCATION
Glover's Court, Preston
May, 1977 if possible.
TEACHER for the DEAF. Seconded to Department of Psychiatry for the Deaf, Whittingham Hospital, Preston.
Lecturer I plus 10 per cent.
Stamped addressed envelope for application forms and further details from and returnable to District Education Officer, 58-60 Guildhall Street, Preston PR1 3QB.
Closing date February 28, 1977.

LEICESTER
CO-OPERATIVE COLLEGE
CO-OPERATIVE MANAGEMENT CENTRE
Principal: Mr. R. L. Marshall, OBE, MA
TUTOR to share in the planning and conduct of courses of varying length for supervisory and management responsibility in Co-operative Societies.
Appropriate professional studies and distributive experience required.
Salary within scale £5,279 to £6,193, plus £312 supplement.
Application form (to be returned by 19th February, 1977) and full details from The Principal, Co-operative College, Stanford Hall, Loughborough, Leics LE12 5QR.

LONDON
INNER LONDON EDUCATION AUTHORITY
HAMMERSMITH AND WEST LONDON COLLEGE
Airlie Gardens, W8 7AF
Applications are invited for the post of SENIOR LECTURER or LECTURER II in ACCOUNTANCY in the Department of Accounting and Finance.
The appointment is in connection with Accountancy, Banking and O.N.D. and O.N.C. in Business Studies courses. Applicants must be able to offer Accountancy and one of the following subjects at professional level: Auditing, Quantitative Techniques, Statistics, Cost and Management Accounting.
Candidates should be graduates or professionally qualified, have had a significant amount of experience in industry or private practice, and some experience of teaching.
Salary Scale: Senior Lecturer £5,031 to £5,955 plus £312 supplement and £402 Inner London Allowance; Lecturer II £5,279 to £5,493 plus £312 supplement and £402 Inner London Allowance.
Application forms and further particulars obtainable from the Senior Administrative Officer (C), to be returned two weeks from date of advertisement.

LONDON
INNER LONDON EDUCATION AUTHORITY
WESTMINSTER COLLEGE
DEPARTMENT OF GENERAL BUSINESS STUDIES
Peter Street, London, W.1
Telephone: 01-437 [illegible]
Required from 25th April to 1st July 1977: a part-time LECTURER for 10 hours weekly to teach ENGLISH and HISTORY to G.C.E. "O" and "A" level.
Please send stamped addressed foolscap envelope for application form and further details which are obtainable from the Head of Department, Peter Street, London, W.1, to whom they should be returned by 18th February 1977.

LONDON
ACTON TECHNICAL COLLEGE
HEAD OF DEPARTMENT OF BUSINESS AND GENERAL STUDIES
Grade IV
to lead and coordinate the college's non-technological work. Candidates, academically qualified, must have had relevant commercial and college experience, the latter including both teaching and academic administration.
Further details and application form—returnable not later than February 28th—from Registrar and Clerk to the Governing Body, Acton Technical College, High Street, London W3 6RD.

NORTHAMPTONSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTHAMPTON COLLEGE OF FURTHER EDUCATION
St Gregory's Road, Booth Lane South, Northampton NN3 3RF
LECTURER II for NNEB courses required for May 1, 1977, to head the section which is responsible for Nursery Nursing Courses (with 110 students) in the County.
Further information and application forms available from the Principal.

NORTHAMPTONSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
CORBY TECHNICAL COLLEGE
SENIOR LECTURER DEPUTY HEAD OF DEPARTMENT of GENERAL STUDIES and SCIENCE
The main function of this post will be to organise General Studies, particularly relating to T.E.C. awards. The subsidiary function will be to assist with the running of the General Certificate of Education scheme. An ability to teach English will be an advantage.
Application forms and further details are available from: The Principal, Corby Technical College, George Street, Corby, Northants. Tel. 05 366 3352.

SANDWELL
(Metropolitan Borough of)
WARLEY COLLEGE OF TECHNOLOGY
Crocketts Lane, Smethwick, Warley, B66 3BU, West Midlands
Applications are invited for appointment to the full-time post of SENIOR LECTURER in MECHANICAL / PRODUCTION ENGINEERING within the Department of Engineering Technology, to commence duties on May 1, 1977.
An ability to offer Instrumentation and Control to Technician H.N.C. and H.N.D. courses would be an advantage.
Salary will be in accordance with the Scale of Salaries for Teachers in Establishments of Further Education, i.e., £5,031 to £5,955 plus a supplement of £312 per annum.
Application forms (quoting reference no. T.113/LT) and further particulars may be obtained from the Acting Principal, Warley College of Technology, Crocketts Lane, Smethwick, Warley, B66 3BU, West Midlands, to whom completed application forms should be returned within 10 days of the appearance of this advertisement.

SOMERSET
YEOVIL COLLEGE
Yeovil
WELDING and PANEL BEATING.
See displayed advertisement under SECONDARY.

SUFFOLK
COUNTY COUNCIL
LOWESTOFT COLLEGE OF FURTHER EDUCATION
LECTURER Grade I in NAUTICAL SUBJECTS
Required as soon as possible to teach nautical subjects to Merchant Navy Officers and Ratings and to assist in the teaching of nautical courses. In particular, a willingness to teach on practical courses will be required.
Applicants should hold a Master or Extra Master's Certificate of Competency or a degree in Nautical Science.
Salary Scale: £3,469 to £4,377 plus £312 supplement. Starting point on the scale depends upon previous experience and qualifications.
For further details and an application form please send a stamped addressed envelope to the Principal, Lowestoft College of Further Education, St. Peter's Street, Lowestoft, Suffolk NR32 2NB.
Closing date for the receipt of applications February 21st.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
WEARSIDE COLLEGE OF FURTHER EDUCATION
Applications are invited from suitably qualified persons for appointment to the following full-time posts to commence duties as soon as possible.
DEPARTMENT OF ELECTRICAL, MATHEMATICS and MINING
(1) LECTURER, Grade I, MINING MECHANICAL. The person appointed should possess an H.N.C. in Mining and M&Q Certification, and should have served a recognised apprenticeship in the Mining Industry. He/she will be required to teach on Craft and Technician Courses.
(2) LECTURER, Grade I, ELECTRICAL ENGINEERING. The person appointed should preferably be a graduate and be able to teach Mathematics, Physics or Chemistry up to about G.C.E. "O" level. He/she will be required to teach on Craft and Technician Courses.
Salary will be in accordance with Burnham Technical Scale, Lecturer Grade I (£3,781 to £4,686). Starting point dependent upon experience and qualifications.
Further particulars and forms of application are available on receipt of a stamped addressed foolscap envelope, from the Principal, Wearside College of Further Education, Sea View Road West, Grangetown, Sunderland SR2 9LH, and must be returned completed, not later than Wednesday, February 16, 1977.
L. A. Bloom, Chief Executive.

ROYAL
NATIONAL COLLEGE
FOR THE BLIND

WARDEN

Applications are invited for a resident superannuable post as Warden of 60 young women students. The duties are mainly during the evenings and weekends. The possession of a driving licence is essential. The starting salary will not be less than £2,841 per annum. The Royal National College for the Blind (formerly Royal Normal College) is a residential Further Education College for Blind and Partially Sighted students (ages 16-24 years).

Applications giving details of age, qualifications, experience and the names of two referees to the Principal, R.N.C.B., Rowton Castle, near Shrewsbury SY5 9EP.

COLLEGES OF FURTHER EDUCATION
continued

SURREY
EDUCATION COMMITTEE
GUILDFORD COUNTY COLLEGE OF TECHNOLOGY
Stoke Park, Guildford, Surrey
Required for either the 25th April or 1st September 1977:—
DEPARTMENT OF BUILDING AND SURVEYING
LECTURER, Grade I,
to teach General Building subjects mainly BUILDING TECHNOLOGY to students in T.E.C. and Construction Technician Certificate and Ordinary National Certificates and Diploma courses.
Salary scale: Lecturer, Grade I, £3,781 to £4,686, plus £150 London Fringe Area Allowance and Graduate and Training Allowances where appropriate.
Generous relocation expenses available in approved cases.
Further particulars and application form available from the Principal on receipt of stamped addressed envelope.
Application forms should be returned as soon as possible.

WEST SUSSEX
NORTH EASTERN AREA
FURTHER EDUCATION
CRAWLEY COLLEGE OF TECHNOLOGY
College Road, Crawley, Sussex
DEPARTMENT OF BUILDING
LECTURER II in GENERAL BUILDING required as soon as possible to teach Measurement, Economics "A" and Building Technology to H.N.C. level and General Building subjects to O.N.C. and Technician courses.
Applicants should have M.I.O.B. or A.R.I.C.S. qualification. Industrial experience essential, teaching experience preferred.
Salary Scale: £5,279 to £5,493 plus £312 supplement plus £129 London Fringe Area Allowance.
Forms and particulars from The Principal, on receipt of foolscap stamped addressed envelope.

Colleges and Departments of Art

WILTSHIRE
SALISBURY COLLEGE OF ART
require part-time LECTURER (12 hours per week) in January, 1977, to teach ILLUSTRATION in a General Graphics Context.
Application forms and job description from Clerk to the Governors, Southampton Road, Salisbury, Wilts. Write within seven days.

Why not place an order with your newsagent and ensure you get the TES first?

The Times Educational Supplement

Polytechnics

SHEFFIELD
CITY POLYTECHNIC
DEPARTMENT OF ACCOUNTANCY AND COMPANY ADMINISTRATION
LECTURER II IN COMPANY ADMINISTRATION
Applications are invited for the post of LECTURER II in Company Administration. The person appointed will mainly be required to teach on full and part-time courses for the examinations of the Institute of Chartered Secretaries and Administrators and other professional courses. There may also be some work on degree and diploma courses and opportunity to be involved in the design and development of new curricula. All staff are encouraged to undertake research.
Applicants should possess an appropriate degree and/or professional qualification together with relevant practical and/or teaching experience.
Salary scale: £5,279 to £5,493.
Application forms and further details obtainable from the Personnel Officer, Sheffield City Polytechnic, Halfords House, Fitzalan Square, Sheffield S1 2BB, to whom completed forms should be returned within 14 days.

Universities

ABERDEEN
University of
LECTURESHIP IN EDUCATION
Applications are invited for the above post.
Applicants should hold a Master's degree in Education (by examination) or a comparable qualification, and should have teaching experience. The duties include teaching at postgraduate level in a specialist area, preferably educational technology or educational psychology or curriculum studies, undergraduate tutorials on a wide range of educational topics, and supervision of research by M.Ed. students.
Salary on scale £3,333 to £6,655 with appropriate placing.
Further particulars from The Secretary, The University, Aberdeen, with whom applications (two copies) should be lodged by 21 February, 1977.

BOTSWANA AND SWAZILAND
THE UNIVERSITY
Applications are invited for the posts of LECTURERS within the FACULTY of EDUCATION at BOTSWANA UNIVERSITY COLLEGE.
(1) EDUCATIONAL PSYCHOLOGY (2 posts)
(2) SOCIOLOGY of EDUCATION
(3) EDUCATIONAL ADMINISTRATION
(4) CURRICULUM DEVELOPMENT
SCIENCE EDUCATION
(5) MATHEMATICS
(6) CHEMISTRY
Candidates for posts (1)-(4) should possess a good academic or professional qualification in the relevant fields and teaching experience. Candidates for posts (5) and (6) in Science Education should have a good degree, preferably a Master's degree or Ph.D. and previous experience in teaching (5) Mathematics (6) Chemistry at a Senior secondary or College of Education Level. Experience in one or more of the following would be an advantage: Curriculum Development and Evaluation; Research in the Learning and Teaching of Mathematics/Science; Mathematics/Science Teaching at primary middle school or Junior secondary Level. Supervising of teachers or student teachers.
Salary Scale: P3,096 to P5,700 p.a. (£1 sterling equals P1.18) a non-contributory pension scheme is in operation for staff on permanent terms. A gratuity equivalent to 25 per cent basic salary in lieu of superannuation for appointees on contract terms. A housing allowance is payable at the current rates applicable in the Botswana Public Service. Housing at economic rental is provided. 15 per cent Inducement Allowance for Expatriates not qualifying for any Supplementation Scheme. Education allowance payable to expatriate members of staff, vacation leave, travelling and baggage allowance on appointment and on completion of contract. The appointees will be expected to assume duties as soon as possible but not later than 15 August 1977.
Detailed applications (4 copies) including a detailed curriculum vitae and naming three referees should be forwarded not later than 22nd February 1977 to the Registrar, University College of Botswana, Private Bag 0022, Gaborone, Botswana.
Applicants resident in the United Kingdom should also send one copy to the Inter University Council, 90-91 Tottenham Court Road, London, W1P 0DT. Further particulars may be obtained from either address.

CAMBRIDGE
CAMBRIDGE INSTITUTE OF EDUCATION
Applications are invited from suitably experienced and qualified men and women for the post of TUTOR in the EDUCATION of CHILDREN with LEARNING DIFFICULTIES. The post becomes vacant on the retirement of Mrs. K. Devereux at the end of the academic year and involves teaching on full-time and part-time courses leading to the Institute's Advanced Diploma in Educational Studies. Salary in the range £4,607-7,917.
Further particulars from the Secretary, Cambridge Institute of Education, Shaftesbury Road, Cambridge, CB2 2BX, to whom application forms should be returned by 21 February, 1977.

CAMBRIDGE
CAMBRIDGE INSTITUTE OF EDUCATION
Applications are invited for the temporary post of TUTOR in SPECIAL EDUCATION for the academic year 1977-78 to be responsible for a special one-year course for Nigerian teachers and college lecturers leading to an Advanced Certificate in the Education of Children with Special Needs. Candidates should have appropriate qualifications in special education, preferably with experience of more than one form of handicap. Secondment may be negotiated.
Salary in the range £4,607 to £7,917.
Further particulars obtainable from the Secretary, Cambridge Institute of Education, Shaftesbury Road, Cambridge, CB2 2BX, to whom application forms should be returned by February 21.

CANADA
THE DEPARTMENT OF MUSIC
McMASTER UNIVERSITY
wishes to appoint TWO new faculty members.
Requirements as follows:
Rank and teaching duties:—
(1) ASSOCIATE PROFESSOR expert in the field of either
(a) RENAISSANCE MUSIC, or
(b) 20TH-CENTURY MUSIC.
(2) ASSISTANT PROFESSOR, expert in the field of either
(a) RENAISSANCE MUSIC, or
(b) 20TH-CENTURY MUSIC.
The successful candidate may also be expected to teach traditional harmony and counterpoint.
Qualifications: Ph.D. or equivalent. The Department will favour applications from candidates who have gained a solid reputation in their fields, perhaps through published books and articles.
Salary: Commensurate with experience. The present salary floors (1976-77) for such positions are: Associate Professor, $20,000; Assistant Professor, $15,000.
The Music Department at McMaster University is a growing one. There are 110 full-time students presently enrolled in its undergraduate programmes. A graduate programme will commence in 1978.
Applications addressed to: Chairman, Department of Music, McMaster University, Hamilton, Ontario L8S 4M2.
Closing date: July 1, 1977, or when positions are filled.

LONDON
ST. GEORGE'S HOSPITAL MEDICAL SCHOOL
University of London
RESEARCH ASSISTANT
DEPARTMENT OF STRUCTURAL BIOLOGY
Pre-doctoral or post-doctoral research assistant required for a three year project in Developmental Biology offering opportunity to work for a Ph.D. Techniques include tissue culture, all aspects of cellular and molecular embryology. Emoluments in the range £3,377 to £3,806.
Applications, with the names of two referees, to be sent to the Establishment Officer, St. George's Hospital Medical School, Blackshaw Road, London SW17 0QT.

OXFORD
THE UNIVERSITY
DR. LEE'S PROFESSORSHIP OF EXPERIMENTAL PHILOSOPHY (PHYSICS)
The electors intend to proceed to an election to the Dr Lee's Professorship of Experimental Philosophy which will fall vacant on 30 September, 1977. The stipend of the professor will be £8,062 a year, plus a pensionable allowance of £1,211 in respect of the professor's duties as head of the Clarendon Laboratory.
Applications (nine copies), naming three referees but without testimonials, should be received not later than 1 April, 1977, by the Registrar, University Offices, Wellington Square, Oxford OX1 2JD, from whom further particulars may be obtained.

THE OPEN UNIVERSITY
PUBLISHING DIVISION
AN EDITORIAL POST—EDUCATIONAL STUDIES
An appointment is to be made in the Publishing Division of the Open University of an editor to work in the Faculty of Educational Studies in editing texts. The post is at the Open University headquarters at Walton Hall. The faculty offers courses in four disciplines: Administration and Management; the Curriculum; Psychology of Education; and Sociology of Education. Inter-Faculty courses include the Economics of Education. Experience in academic or related publishing is essential and an interest in one or more of the above fields would be an additional recommendation.
The post is tenured and the appointment will be made on either Grade II (£3,915 to £5,410) or Grade I (£5,119 to £6,190) scale, according to the qualifications and experience of the successful applicant. The post carries membership of the Universities' Superannuation Scheme.
Application forms and further particulars are available, by postcard request please, from the Personnel Manager (CD 3), The Open University, P.O. Box 75, Walton Hall, Milton Keynes, MK7 6AL, or telephone Milton Keynes 63868. Closing date for applications: 18th February, 1977.

WEST GERMANY
Applications are invited for the following posts at the University of Bayreuth:
CHAIR OF ENGLISH STUDIES
CHAIR OF FRENCH STUDIES
The successful candidates will be responsible for undertaking and directing research and teaching in English Literature and French Literature respectively. Their duties will also include the special study of the literature and language situations of Anglophone Africa, or Francophone Africa, as the case may be, as part of a range of inter-disciplinary research relating to Africa. Additional duties will involve the training of German graduates from various faculties, or with existing professional qualifications and experience, for work in Africa.
Applicants should provide full personal particulars, including details of academic qualifications, experience, publications, together with a statement of current and planned research.
Applications should be submitted by 15th March, 1977, to:
The Chairman of the Appointments Committee, Prof. Professor Dr. Walter, Universität Bayreuth, Postfach 3008, 8580 Bayreuth, West Germany.

UNIVERSITY APPOINTMENTS
are also advertised in
THE TIMES LITERARY SUPPLEMENT
with its worldwide academic readership—the TLS—which is read in 87 countries every week—provides a first-class medium for advertising University Appointments, especially in the Arts and the Humanities. Rates 40p a line (minimum 3 lines), £2.80 a single column centimetre display. To book advertisement space please contact Classified Advertisement Department, The Times Literary Supplement, P.O. Box 7, New Printing House Square, Gray's Inn Road WC1X 8EZ. Telephone 01-837 1234, extension 437.

Fellowships Studentships and Research Awards

OXFORD
MERTON AND ST. PETER'S COLLEGES
Oxford
SCHOOLMASTER STUDENTSHIPS 1977-78
If suitable candidates present themselves the two colleges above intend to elect four Schoolmaster Students between them for the academic year 1977-78. The Studentships are tenable for one term, and the electing college will provide for board and lodging but will pay no stipend.
Candidates should be schoolmasters primarily engaged in Sixth Form teaching, or Housemasters, or Headmasters, and they should be prepared to spend their time in Oxford in advanced study.
Further information, and application forms for both colleges, may be obtained from the Tutor for Admissions, Merton College, Oxford OX1 4JD. The closing date for completed applications is 25 February, 1977.

SOUTHAMPTON
THE UNIVERSITY
PHOTOGRAPHY FELLOWSHIP
THE PHOTOGRAPHIC GALLERY
Applications are invited for a Photography Fellowship attached to the Photographic Gallery. The appointment (one year in first instance) is to work with school children in the Southampton area in cooperation with the Hampshire Education Authority. Photographers will also be required to continue developing their own work; £3,780 per annum.
Further particulars may be obtained from Mr. G. W. L. Swann, The University, Southampton SO9 5NH, to whom applications must be submitted by 15 February. Please quote reference 758/B/T.E.S.

CITY OF
NEWCASTLE UPON TYNE
EDUCATION COMMITTEE

COLLEGE OF
ARTS AND TECHNOLOGY

This is a Group 8 College with 11 Departments

VICE PRINCIPAL

required from 1st September, 1977, or earlier.

Further particulars and application form—returnable by 18th February, 1977, may be obtained from the Director of Education, Civic Centre, Barras Bridge, Newcastle upon Tyne NE1 8PU.

MANCHESTER POLYTECHNIC
HOLLINGS FACULTY

POST FE/65 (re-advertisement)
PRINCIPAL LECTURER
in MANAGEMENT ACCOUNTING
The successful applicant will be required to lead an active and developing team, teaching management accounting within the context of the Hotel and Catering Industry.

POST FE/22 (re-advertisement)
LECTURER I in GARMENT DESIGN
and PATTERN CUTTING
to teach the designing of garments together with pattern development and pattern grading. Industrial experience is desirable.

Both posts with duties to commence as soon as possible and with respective salaries in accordance with the Burnham Further Education Report 1976.

Further particulars and application forms are available from Mrs. P. Stowell, Hollings Faculty, Manchester Polytechnic, Wilmslow Road, Manchester M14 6HR. Closing date: 11th February, 1977.

University of Ibadan—Nigeria

Applications are invited for the following posts:
IN THE DEPARTMENT OF TEACHER EDUCATION

SENIOR LECTURER/ LECTURER

In the following areas:—
(a) Curriculum Research
(b) Science Education (Chemistry)
(c) English Methodology
(d) Social Studies Methodology
(e) Elementary (Pre-Primary/Primary) Education
(f) Economics Methodology
(g) Educational Technology
(h) Mathematics Education

All applicants must possess a higher degree in the appropriate subject. Applicants must be able to teach undergraduate and higher degree courses and should be able to initiate and supervise research work.

For (c) candidates should also have theoretical knowledge and research experience in Applied Linguistics in English Language Teaching (ELT), English Curriculum Development or English Language Testing. Teaching interest in bilingual Education will be an advantage.

For (g) the appointee will be expected to teach courses in how to plan design, produce and manage media programmes, as well as how to apply principles and practices of Media utilisation, Patron Counselling, dissemination, maintenance, etc.

Salary Scale, Senior Lecturer, N7,764 to N8,724 p.a. (£6,751 to £7,586 p.a. sterling). Lecturer, N5,460 to N6,984 p.a. (£4,747 to £5,593 p.a. sterling). (£1 sterling equals N1.15.) Bonus (partly taxable) of 25 per cent is payable on contract appointments. There may be supplementation of salary for Senior Lectureship positions, by range £1,668 p.a. (sterling) for married appointee or £108 p.a. (sterling) for single appointee (usually reviewed annually and normally free of all tax) and provision of children's education allowances and holiday visit passages. This supplementation is unlikely to apply to persons appointed at Lecturer level. Family passages; various allowances; superannuation scheme; biennial overseas leave. Detailed applications (two copies) including a curriculum vitae and naming three referees, should be sent by air mail, not later than March 2, 1977, to the Registrar, University of Ibadan, Ibadan, Nigeria. Applicants resident in U.K. should also send one copy to the Inter-University, 90/91 Tottenham Court Road, London W1P 0DT. Further particulars may be obtained from either address.

To teach in the Army, a first class degree may not be enough.

Your academic qualifications may suggest that you'll be a good teacher.

But your degree is no proof that you'll make a good officer.

And as far as we're concerned, that's what really matters, especially as you'll have to gain the respect of a tough bunch of soldiers.

Although you'll seldom be expected to lead them into action, the Army must be sure you have the capabilities to do so.

Obviously, you'll have to be trained, which means six months at Sandhurst, covering a course identical to that of an Infantry Officer.

After Sandhurst you'll be commissioned as a Lieutenant in the Royal Army Educational Corps.

To begin with you will earn between £3,725 and £4,433 (depending on your qualifications and experience). Incidentally, if you decide to leave after three years you will get a tax-free gratuity of £1,395.

Apart from teaching officers (which includes appointments at the Royal Military Academy Sandhurst and the Royal Military College of Science) and soldiers, you'll also be learning yourself, because the RAEC encourages and gives you every opportunity to continue your studies, which could include a postgraduate year at a university. Similar opportunities also exist for women applicants.

And the chances are you could spend some time abroad.

You must be medically fit, under 29, and ideally a graduate with a postgraduate qualification in education or other relevant discipline, although applications are accepted from qualified teachers.

Naturally, you'll want to give the matter a great deal of thought. To help you, we can arrange for you to talk with some RAEC Officers and to pay a three-day visit to our headquarters, or spend a day at an Army Education Centre in your vicinity.

Entry normally takes place in January and August and you are advised to apply at least 6 months in advance.

The first step though is to write for an application form giving brief details to: Major A. F. P. Petrie, MA, RAEC, Ministry of Defence (AEd 1a), (Dept N6), Empress State Building, Lillie Road, SW6 1TR.

Army Officer

Education in a different dimension.

RAF officer EDUCATION

A lot of educational jobs can be fairly predictable and routine. The job of an RAF Education Officer is neither of these.

Maybe we can tell you why.

In the first place an Education Officer in the RAF, whether a man or a woman, is in a very responsible position because the Service has a crucial job to do. The maintenance of the highest standards of training is imperative. Our existence might depend on it.

Secondly, there is the nature of the job itself. The RAF is a big organisation, of over 80,000 people. It is also a committed organisation. The people in it are there because they choose to be. As an educator you will find yourself dealing with people who really want to learn. Your work may range from the instruction of young apprentices to the tuition of university graduates undergoing officer training at an RAF college. At all levels it is a satisfying experience. Teaching, however, is only part of the job. You will also be dealing at management level with the organisation of further education at home and overseas and with the improvement of training courses and methods. This will involve administrative work in liaison with outside specialists and officers of all branches of the Service.

You will find the work most rewarding and a useful background for civilian teaching. If you are looking for a worthwhile job where your contribution is truly valued – give thought to the RAF.

You may choose to spend 4, 5 or 6 years in the RAF with a chance of longer engagement to the age of 38 or for 16 years. And, if you are considered good enough, there are opportunities for service to the age of 55.

If you are interested, post this coupon now to Group Captain H. E. Boothby, OBE, ADC, BA, RAF, Officer Careers (949 416/5), London Road, Stanmore, Middlesex, HA7 4PZ.

ONLY SO MANY CAN BECOME THE FEW.

Please send me information about a career as an Education Officer in the RAF.

Name

Address

Date of Birth (Age limit 29 – exceptional candidates may be considered up to 38)

(Formal application must be made in the UK.)

With this coupon please enclose, in confidence, a brief curriculum vitae. You should be a graduate, preferably qualified to teach.

(949 416/5)

Colleges of Higher Education

SOUTH GLAMORGAN
COUNTY OF
SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION
FACULTY OF SCIENCE
DEPARTMENT OF PHYSICAL SCIENCES AND MATHEMATICS

To commence on May 1, 1977, or as soon as possible thereafter, LECTURER II: MATHEMATICS (re-advertisement) (salary scale £3,279 to £5,405 plus £312 per annum). Applicants should be GRADUATES or hold equivalent qualifications in MATHEMATICS, with some relevant teaching experience. The successful applicant's teaching duties will be mainly at Ordinary National Certificate/Diploma level.

Application forms and further particulars may be obtained from the Deputy Principal, South Glamorgan Institute of Higher Education, Llandaff Buildings, Western Avenue, Cardiff CF5 2YB, and should be returned within 14 days of the appearance of this advertisement. Previous applicants need not re-apply since their applications will be considered, unless otherwise instructed.

J. J. Adams, Director of Education, Education Department, Kingsway, Cardiff.

SOUTHAMPTON
LA SAINTE UNION COLLEGE OF HIGHER EDUCATION

Required for September, 1977:
LECTURER IN HISTORY

To assist in the teaching of newly developed courses in Modern and Contemporary European (including British) History to both B.Ed. and B.A. Candidates.

Further information regarding the vacancy can be obtained from the Principal.

Adult Education

For details of the
ASSOCIATION FOR ADULT EDUCATION

send a 6½p stamp to A.A.E.(T), 97 Poplar Road, Warmley, Bristol. Membership open to full/part-time and voluntary Adult/Community Education Staff.

BEDFORDSHIRE
EDUCATION SERVICE
ASSISTANT TO THE PRISON EDUCATION OFFICER
H.M. Prison, Bedford

Applications are invited from suitably qualified men or women for this appointment which will be on the staff of Bedford College of Higher Education.

The person appointed will share responsibility with the Prison Education Officer for the administration of the Education Service at H.M. Prison, Bedford, and will have a particular responsibility for the remedial programme and for the development of a scheme of general studies and remedial work with young prisoners on remand. For professional purposes the post will be on the staff of Bedford College of Higher Education and the person appointed will be expected to do some teaching in the Humanities Studies Department at the college.

Salary: Further Education Lecturer I—£2,781 to £4,[illegible]

Application forms and further particulars are available from the Chief Education Officer, County Hall, Cauldwell Street, Bedford, to whom application forms should be returned by 11 February, 1977.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
H.M. PRISON, STANDFORD HILL
Appointment of LECTURER Grade I

Applications are invited for the post of Lecturer Grade I in REMEDIAL SUBJECTS to take effect from 13 June, 1977, or as soon as possible thereafter.

Application forms, terms of employment and further particulars (please enclose stamped addressed envelope) obtainable from the County Education Officer (T.S.), Springfield, Maidstone, ME14 2LJ, to whom completed forms should be returned by 16th February, 1977.

LONDON
INNER LONDON EDUCATION AUTHORITY
CENTRAL WANDSWORTH INSTITUTE

Required as soon as possible, LECTURER, Grade II, for WOODWORK and ALLIED SUBJECTS. The person appointed should have a wide knowledge of Woodwork skills including Boat Building and be able to supervise others in the allied crafts of metalwork, jewellery, domestic electricity, etc. There is an opportunity for working on an informal basis in family workshop situations. Experience of teaching adults essential.

Salary scale in accordance with the Burnham (F.E.) Report Lecturer Grade II, within the range £3,279 to £5,4[illegible] plus London Allowance £[illegible] plus £312 supplement. Assistance may be given towards household removal expenses.

Further details and application form, returnable by 18th February, 1977, from the Senior Administrative Officer, Central Wandsworth Adult Education Institute, Mayfield School, West Hill, London, S.W.15.

Community Homes and Associated Institutions

SHROPSHIRE
CHURCHBROOK COMMUNITY SCHOOL
Rudford, near Shifnal, Shropshire

TEACHER required immediately for HISTORY and ENGLISH. Able to teach some Mathematics and also with classes at this school for 50 socially deprived boys aged 8 to 16.

Apply with curriculum vitae to the Head Teacher, Mrs. H. M. Breeze.

SUFFOLK
ST. MICHAEL'S HOUSE (VOLUNTARY)
Ditchingham, Bungay
ASSISTANT HOUSEMOTHER

Salary negotiable according to relevant experience or qualifications.

We are a therapeutic community concerned with the individual treatment of 12 emotionally disturbed and deprived adolescent girls. We aim to provide treatment through commitment to meaningful relationships. Emphasis is also on creative work. Most girls will be presenting special difficulties which cannot be helped within the context of the community home system. Our work, therefore, is of a special nature, undertaken by a Christian team. Although some experience in social work or teaching would be an advantage, it is not essential. Single accommodation is available.

Applications in writing to the Joint Principals at the above address.

KINGSWOOD SCHOOLS, BRISTOL

KINGSWOOD ASSESSMENT CENTRE: Mr. T. Collinson

HEADMASTER

retires on 30th June, 1977

Any suitably qualified and experienced person who would like to be considered for the expected vacancy is invited to contact J. L. Burns, M.O.E., Principal, Kingswood Schools, Britannia Road, Kingswood, Bristol BS15 2DA. Tel Bristol (0272) 674073.

Persons of any discipline with appropriate experience, and preferably a post qualifying award, could expect to find the future at the Assessment Centre most interesting: there is much potential for the development of non-residential assessment, short term treatment and further development of existing work.

The Assessment Centre has three child care teams, education on the premises, psychologists, social workers, and consultant psychiatrists. There is access to good medical services as well as a full range of support services. Kingswood is the main Assessment Centre of Avon S.S.D. and acts as a Regional facility.

The post is JNC Schedule 6 Group III (Salary £6,510 x 4 increments to £7,134 p.a. inclusive of salary supplement). Leave eight weeks per annum.

Accommodation available in 4-bedroomed modern detached house with study and garage (present rent charge of £204 p.a.) but under certain circumstances it might be possible for the Head to live outside the campus.

Help with removal and relocation expenses possible.

KINGSWOOD SCHOOLS will also need a

SENIOR MATRON

at the same time. SIAC Grade 4 (£2,916 by 5 increments to £3,406 p.a. inclusive of salary supplement), plus £150 for recognised qualification. Persons interested should also contact the Principal.

STRANMILLIS COLLEGE, BELFAST

Principal: JAMES POMFRET, M.A., B.Sc., M.Ed.

Stranmillis College is a College of Education of 1,200 students who are preparing to teach in nursery, primary and secondary schools through the Certificate (3 years), B.Ed. Degree (4 years) and Post-Graduate (1 year) courses. The College is non-denominational: there is no religious test.

The College is pleasantly situated in an attractive wooded estate of some 45 acres, in a quiet residential neighbourhood on the southern outskirts of the City of Belfast. New building projects to the value of £2½ million have been completed in the last few years.

HEAD OF COMMERCIAL STUDIES DEPARTMENT

Applicants should be good honours graduates with a teacher training qualification and appropriate teaching experience in secondary or further education. The commitments of the department at present are met by three full time members of staff.

Salary: probably Head of Department Scale IV.

LECTURER IN CHARGE OF SPEECH AND DRAMA

Desirable qualifications include a good degree in English or English and Drama, a teacher training qualification, a professional qualification in Drama in Education and Theatre Arts, and school experience in oral communication and creative drama.

Salary: probably Head of Department Scale IV.

LECTURER OR SENIOR LECTURER IN HOME ECONOMICS (Textiles)

It is hoped to appoint a good honours graduate who will be able to teach the parts of the syllabus dealing with Textiles, and to contribute to the work of the department generally.

Salary Scales:
Head of Department Scale IV—£6,756 to £7,632 p.a.
Lecturer/Senior Lecturer —£3,279 to £6,417 p.a.

Placing on the scales will be related to previous experience and/or previous salary.

Assistance with removal expenses from outside Northern Ireland.

Further information about the College and the appointment, and a form of application, may be obtained from The Secretary, Stranmillis College, Belfast BT5 [illegible] 9DY. Applications should be received not later than Friday, February 25th, 1977.

COMMUNITY HOMES
Other Appointments
continued

YORK YO4 3HA
ST. WILLIAM'S COMMUNITY HOME SCHOOL
Market Weighton, York YO4 3HA

We require two TEACHERS with enthusiasm and imagination who will work with an experienced team of dedicated educators and have an impact on the lives of difficult, disturbed and delinquent children.

St. William's is a Roman Catholic Assisted Community Home School for 84 boys aged from 11 to 16 years and is situated halfway between York and Hull.

Our approach to Education and Child Care is unique and calls for someone capable of evolving imaginative techniques. Our facilities are excellent and applicants would have to be able to offer some specific interest or specialization, which along with personal qualities, would make them assets in this challenging and rewarding work.

Burnham Scale 1 plus supplement of £312 plus the Community Homes Allowance of £664. An allowance of £879 is paid for an average of 15 hours extraneous duties each week during which the teachers join with Residential Care Staff in house groups to assist with boys' personal development and recreational activities.

One Scale Two post is available for a candidate offering a particular specialization, e.g., Remedial Education, Group Counselling, Home Economics, Craftwork, Studio, Science or other.

Informal interviews and further information may be had from the Headmaster, Brother James, at Market Weighton 2218. Better still, why not spend a day or two with us?

Application forms from The Administrator, 110A Lawrence Street, York YO1 3EB.

Assessment Centres

KENSINGTON AND CHELSEA
(The Royal Borough of)
TEACHER
(Burnham Scale to be agreed)

Required to work in a new Intermediate Treatment Education Unit in North Kensington. The unit is to cater for a small number of 11–12 year old children who are failing to adjust to secondary school. The post calls for ability to devise and operate a formal educational programme and to incorporate flexible approach to the work of a multi-disciplinary team.

Application forms from the Establishment Officer, Department 151, The Town Hall, Hornton Street, Kensington, W8 7NX. Tel. 01-937 5464 (24-hour answering service), quoting Ref. TES/66BX. Applications to be returned by 15th February, 1977.

NORTHAMPTON
THE HOLLIES OBSERVATION AND ASSESSMENT CENTRE
Pitsford Road, Moulton

Qualified and experienced TEACHERS are required for Summer or Autumn term as follows:—
(i) ASSISTANT PRINCIPAL (Education) Scale 5.
(ii) Four ASSISTANT TEACHERS, Scale 2.

Those appointed will be required to work with older children at this new short-stay residential centre for 24 boys and girls with a wide range of social and educational problems. The Centre will practice an inter-disciplinary approach to the diagnosis of problems, and the teaching staff will be required to design a broad and flexible educational programme integrated with the life of the whole residential community.

The Centre is the responsibility of the Social Services Department but the Education Department will be fully involved in planning the Educational provision.

Application forms from County Education Officer (Ref. DL), Northampton House, Northampton, NN1 2HX, to whom they should be returned by 21st February, 1977.

LONDON BOROUGH OF NEWHAM

ARDALE COMMUNITY SCHOOL
Near Grays, Essex

General Subjects Teacher

This Community Home School provides care, treatment and education for 100 boys aged between 13 and 17 years. Teaching duties will involve some English and some Remedial Subjects work.

Applicants must be qualified teachers with ideally at least three years' general teaching experience.

Additional qualifications or residential experience would be an advantage. The person appointed will be expected to participate in the extraneous duty scheme of approximately 15 hours per week.

Unfurnished accommodation for single or married applicants is available within the extensive school grounds at a standard rental.

Salary: Burnham Scale 1 plus £664 p.e. Approved School Allowance plus £879 p.a. Extraneous Duty Allowance plus £150 p.a. London Fringe Allowance.

Further information available from the Principal, Mr. M. O. Mayers (tel. Grays Thurrock 4872).

Application forms are available from the Director of Social Services, London Borough of Newham, 99 The Grove, Stratford, London, E15 1HR, and should be returned as soon as possible.

SOCIAL SERVICES DEPARTMENT

House Supervisor

(Male or Female)
Newfield House
Grade 1 £1,884 (age 18)—£2,529
Grade 2 £2,277-£2,891
Grade 3 £2,384-£2,853

Depending on experience and qualifications plus £312 p.a. supplement plus £150 p.a. for appropriate qualifications, less appropriate emoluments.

Newfield House is a Community School Home with education on the premises. It is situated near the City Centre and cares for 24 girls aged 10-16 years.

The Home has been recently modernised and now offers the facilities for the girls to live in three separate groups with their own kitchenette.

The House Supervisor (Residential Social Worker) will be involved in the caring of the girls outside school hours and should have some understanding of adolescent problems. The work is demanding, often frustrating but extremely interesting and rewarding. Other care staff will be involved with the groups.

The position offered is non-residential, but the person appointed will be required to sleep in at least two evenings a week for which an allowance will be paid. All applications will be considered but applicants with a professional social work qualification or allied professional qualifications are invited to apply for the position.

Application forms and further particulars from: Director of Social Services, Little Park Street, Coventry CV1 5RS. Returnable by 21st February, 1977.

coventry

Youth and Community Service

BEDFORDSHIRE
EDUCATION SERVICE
COUNTY YOUTH SERVICE

Applications are invited from suitably qualified and experienced candidates for the post of AREA YOUTH LEADER who will be required to assist the Area Youth Officer in the development of the Service in the Luton Area. The post offers excellent opportunities in a progressive Youth Service to anyone interested in obtaining the requisite experience for an organising post. Assistance will be given towards approved removal expenses, legal and estate agents fees, plus lodging allowance.

Salary within the J.N.C. Scale, Range 3 (points 4 to 8), £3,771 to £4,248 plus £312 per annum.

Application forms and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 9AP, to whom the completed should be returned as soon as possible.

D. P. J. Browning, M.A., Chief Education Officer.

ESSEX
EPPING FOREST DISTRICT COUNCIL
ASSISTANT MANAGER (Recreation)
Grade A.P. 3 (£2,922 to £3,3[illegible] a year) plus £180 London fringe Weighting allowance and £312 supplement.

Applications are invited from suitably qualified and/or experienced persons for the above post in the District Recreation Department based at Ongar Sports Centre. This dual-use centre comprises a single court sports hall, 25 metre swimming pool, nine outdoor tennis courts and a social area serviced by vending machines. A later phase 2 will include squash courts and licensed bar/social area.

The successful person will be required to assist the Manager in all aspects of the running of the centre as required and previous experience of management or supervisor level would be an advantage. Applicants should, preferably, hold a qualification in physical education or recreation and possess coaching certificates in one or more relevant sports.

Application forms may be obtained from the District Personnel Officer, 323 High Street, Epping, Essex CM16 4BZ. Tel.: Epping 77344, extn. 262.

Please quote ref.: R/45. Closing date: February 14, 1977.

Interviews will take place on February 18, 1977.

LANCASHIRE
EDUCATION COMMITTEE
YOUTH SERVICE
PENWORTHAM COUNTY SECONDARY SCHOOL

As soon as possible.

YOUTH TUTOR
J.N.C. 3 Points 1 to 5

District Education Officer, East Cliff County Offices, Preston PR1 3EH.

Closing date 14th February, 1977.

LONDON
INNER LONDON EDUCATION AUTHORITY
SARAH SIDDONS YOUTH CENTRE
SARAH SIDDONS SCHOOL, North Wharf Road, W2 1LF

Applications are invited from qualified TEACHERS with youth work experience to innovate and develop links between Rutherford Boys' School and the modern and well-equipped Sarah Siddons Youth Centre. The job includes the development of a wide range of leisure activities and interests in informal education.

Assistance may be given towards household removal expenses.

Salary in accordance with the Burnham (F.E.) Report: Lecturer Grade I scale within the range £2,460 to £4,377, plus £402 London allowance and £312 supplement (starting point dependent upon age, qualifications and experience).

Details and application forms returnable by February 18, 1977, from the Education Officer (CEC3), The County Hall, London SE1 7PB (stamped addressed foolscap envelope).

LONDON SE18
GREENWICH YOUNG PEOPLE'S THEATRE
Required for May 1, 1977:—
YOUTH LEADER

To assist the Senior Youth Leader in organizing and taking part in Drama and Arts Activities with young people at this community arts centre.

Salary 1976 JNC Qualified Scale 2, £3,495 to £4,201 (including £402 London Allowance and £312 Supplement).

Applications, with full details of career and qualifications, to Administrator, Greenwich Young People's Theatre, Stage Centre, Burrage Road, Plumstead, London SE18. Interviews for this post will be held on Wednesday, February 23, 1977.

LONDON
THE HARTLEY YOUTH CENTRE
Barking Road, East Ham, E.6.

Applications are invited from committed Christians who are suitably qualified and experienced for the post of WARDEN for this large modernised Community Centre.

The post offers wide scope to a person wishing to use his or her own initiative. Salary scale, J.N.C. Scale Range 4 Points 1-5, plus £300 plus £402 London Weighting.

Application forms and further information from Captain B. P. Simmons, Church Army Headquarters, C.S.C. House, North Circular Road, London NW10 7UG.

LONDON
ST. MARK'S CENTRE
SENIOR YOUTH WORKER

required for this Church of England (St. Paul's Deptford) and Lewisham borough sponsored youth and community centre. Open for two years, the Centre consists of a converted Church and Hall lavishly equipped for most youth activities, with an adult social club and other community activities, and a Chapel.

The Senior Youth Worker is responsible for the running of the whole centre, which works closely with the parish and other local organisations in this rebuilt area with many social problems.

ILEA scale JN (£4,485 to £4,[illegible]) for qualified worker. Unqualified considered also. Write to St. Mark's Centre, Edward Street, London SE14 for details.

MITCHAM
DISTRICT YOUTH WORKER

Applications are invited from qualified and experienced persons for the post of DISTRICT YOUTH WORKER responsible for the support and development of the Youth Service in Mitcham, including two Youth Centres on High School sites and numerous voluntary groups.

The post is currently graded on Range 3 of the J.N.C. Report £3,405 to £3,[illegible], including £402 London Allowance.

Further details and application form from: The Director of Education, Station House, London Road, Morden, Surrey. Closing date February 28, 1977.

NOTTINGHAM
RUSHCLIFFE LEISURE CENTRE
RECREATION MANAGER (LEISURE)

Salary Grade A.P.5 (£2,922 to £3,282 plus £312 annual supplement).

Applications are invited from suitably qualified men and women for the above post in this exciting new joint provision leisure centre.

The duties will include the programming of the use of the leisure pool, sports hall, concert hall, covered play area, squash courts, crèche, gymnasium and instruction centres.

Evening and weekend working is essential to this position.

Application forms and further details are available from the Chief Recreation and Amenities Officer, Rushcliffe Borough Council, Abbey Road, West Bridgford, Nottingham. Tel.: 811511.

Closing date for applications: February 21, 1977.

SOUTH GLAMORGAN
COUNTY OF
AREA YOUTH ORGANISER
LLANEDEYRN YOUTH CENTRE
Lakeside, Cardiff

Salary: Teacher Scale 4.

Applicants should be qualified and experienced TEACHERS or YOUTH LEADERS. The Area Youth Organiser will be required to develop a programme of youth activities in the centre and adjacent comprehensive school and to be responsible for the day to day administration of the centre. He/she will also be responsible for establishing close links with the community. Salary based on Burnham Scale 4 for qualified teachers or Further Education Lecturer 2.

Further particulars and application forms may be obtained from the undersigned on receipt of a stamped addressed foolscap envelope, to whom completed forms should be returned within 10 days of the appearance of this advertisement.

J. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
YOUTH TUTOR
at
LOSTOCK YOUTH CENTRE

A suitably qualified and experienced person to have shared duties and responsibility for developing links between the Lostock Secondary School and the Youth Centre.

Salary: J.N.C. Range 3, Points 1-5 (£3,426 to £3,960 plus £312 per annum).

Main conditions of service broadly in accordance with the J.N.C. (for Report for Youth Leaders and Community Centre Wardens).

In approved cases assistance may be given with removal expenses.

For further details please send stamped addressed foolscap envelope to the Chief Education Officer, Town Hall, Sale, M33 1ZF, to whom completed application forms should be returned not later than 20th February, 1977. (Tel. 061-973 2253 Ext. 276.)

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
YOUTH TUTOR

Applications are invited from qualified and experienced YOUTH WORKERS and TEACHERS for the post of YOUTH TUTOR at Horbury House High School.

The Youth Tutor who will be on the staff of the school will be responsible for initiating and developing a programme of school based youth work assisted by a staff of part time youth workers. He/she will be closely associated with the schools social education programme and will liaise with other statutory and voluntary youth groups within the schools catchment area.

Salary up to Burnham Scale 3 with casual car allowance.

Application forms and further details available from the Education Officer, 8 Bond Street, Wakefield. Telephone 70211, ext. 8113. Closing date 18th February, 1977.

OVERSEAS DEVELOPMENT

KNOW-HOW: vital to developing countries

Primary Teacher Educators –Science

Botswana

To assist with initial training of teachers and in primary schools making frequent informal visits; to consider alternative approaches to primary syllabus, be engaged in programme of in-service work. Applicants under 45 must be trained graduates or teachers with at least 8 years' primary teaching experience. Appointment 2-3 years.

Salary (non graduate) in range £1,964 to £4,496 p.a. which includes an allowance normally tax free in range £738 to £2,100 p.a. Salary (graduate) in range £2,534 to £6,603 p.a. which includes an allowance normally tax free in range £912 to £2,730 p.a. These scales are currently under review. Terminal gratuity 25 per cent of basic salary.

Head of Education Department

Falkland Islands

To be responsible for administration supervision and guidance of teaching staff, formulate policy in conjunction with Education Committee for submission to Government and to co-operate with other organisations concerned with children's education. Applicants up to age 50, must be trained graduates with practical teaching experience and proven administrative ability together with experience of education policy making and staff management. Appointment 2-3 years.

Salary £2,640 p.a. plus overseas allowance normally tax free in range £1,854 to £2,442 p.a. A cost of living allowance of £1,296 p.a. is also payable. Terminal gratuity 15 per cent of basic salary.

Lecturer –Educational Studies

Seychelles

To lecture in educational studies (child and developmental psychology, educational psychology, sociology of education, principles and theory of education) to students following three year initial teacher training course, and in-service teachers on refresher courses. Applicants up to 50 years must hold first degree with postgraduate teaching training qualifications and/or training in educational psychology. Teaching experience, particularly primary and/or lecturing experience in College of Education or in College of Further Education also essential. BPS membership and clinical experience as an educational psychologist also desirable. Appointment 2 years.

Salary in range £3,710 to £7,414 p.a. which includes an allowance normally tax free in range £1,036 to £3,204 p.a. Terminal gratuity 25 per cent of basic salary. An interest free car purchase loan of up to £1,200 may be payable in certain circumstances for the Seychelles and Botswana posts.

Other benefits (all posts) include free family passages, paid leave, children's educational allowances and subsidised accommodation. An appointment grant of up to £300 may be payable in certain circumstances. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply (indicating post concerned) quoting Ref. 318, giving age and details of qualifications and experience to:—

Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

ODM

HELPING NATIONS HELP THEMSELVES

YOUTH AND COMMUNITY SERVICE continued

WEST SUSSEX
SOUTHERN EDUCATION AREA
YOUTH WORKER FOR FLINTSTONE CENTRE
(Littlehampton)
A large and lively Centre used by young people and the Community. Will suit qualified and experienced Youth Workers seeking to expand the scope of their work and to progress in their career. Opportunity for supervision and in-service Training.
Salary: J.N.C. Range, Points 3-7 (£3,653 to £4,128 plus £312 Supplement). Car user allowance for duty travel.
Form and particulars from Area Education Office, 7 Chapel Road, Worthing, on receipt of foolscap stamped addressed envelope. Closing date 21st February, 1977.

TRAINING Officer required by National Federation of Boys' Clubs. Superb opportunity for young man. Residential post with pleasant accommodation in Training Centre 5 miles from city centre. Details and application forms from General Secretary, Bilberry Hill Training Centre, Rednal, Birmingham B45 8RT.

Overseas Appointments

FRANCE
BRITISH SECTION LYCEE INTERNATIONAL
of St. Germain-en-Laye (15 miles west of Paris) a mixed French State Lycée with primary and secondary departments, total enrolment around 2,100. In addition to French pupils, there are eight non-French sections, whose pupils learn through the medium of French and their mother tongue.
Required September 1, 1977, SENIOR ENGLISH TEACHER, to coordinate English teaching (not T.E.F.L.) throughout the secondary Section (150 pupils); pupils prepare "O" levels and the International Baccalaureate (equivalent to "A" level). Applicants should be Good Honours Graduate in English, with at least four years' teaching experience. Readiness to help in games and an interest in drama production an advantage. Working knowledge of French desirable.
Required April 1, or September 1, 1977, SENIOR TEACHER Primary, responsible to the Head of Section for the administration of the Primary Section (130 pupils) and for the teaching of ENGLISH and HISTORY. Applicants should have at least four years' teaching experience and be prepared to play a key role in extra-curricular activities, such as music, art and drama. Working knowledge of French essential in view of constant liaison with French colleagues.
Salary, for both posts, Scale 3 or 4, according to qualifications and experience, plus some 40 per cent allowances, and rental allowance for appointments from United Kingdom. Employer's part of United Kingdom Teachers Superannuation also paid. Two-year contract in first instance. Outward and return passage provided for appointee and dependants.
Write for further particulars and application form to: Head of the British Section, Lycée International, BP138 78104 St. Germain Cedex, France.

SWEDEN
The extra-mural department of Lund University has vacancies from 20th July, 1977, for TEACHERS of ENGLISH in Southern Sweden. The posts involve teaching mainly adult groups. All teaching is done in English. A two-week training course will be held in Malmö 20th July-31st August. Applicants must be qualified teachers with full-time teaching experience. TEFL experience an advantage but not essential. Applicants must be resident in U.K. and between 23 and 40. The posts are not suitable for married couples with children.
Salary: approximately £300 per month, tax-free, four weeks' paid holiday, return fares paid. Interviews in England late March. Applications close 1st March.
For application form, send postcard only to: LKY English Centre, Stortorget 8, S—211 34 Malmö, Sweden.

SPAIN
THE BRITISH SCHOOL OF ARAGON
A private school on the outskirts of Zaragoza, Spain, with bilingual teaching for boys and girls between the ages of three and 18.
Require Female TEACHERS for three, four and five-year-olds interested or with experience in modern pre-school teaching methods.
Also Male or Female TEACHERS for boys and girls in the six to 14 age group with experience and qualified in ENGLISH and ARTS and CRAFTS.
For further information please apply to the Headmaster, The British School of Aragon, Carretera de Valencia KM. 8.8, Zaragoza, Spain. Enclose curriculum vitae and photograph.

THE EUROPEAN COUNCIL OF INTERNATIONAL SCHOOLS
Including 105 independent English-speaking schools of many sizes and types, located throughout Europe and the Middle East and serving all ages to university entrance, invites applications for individual Membership, among the benefits of which are placement services for candidates for teaching and administrative appointments.
Member schools normally seek applicants in all fields for several hundred positions to be filled by September, 1977. Experience and appropriate academic qualifications essential. Attractive salaries and allowances, frequently including return transportation and tax shelter.
Enquiries to: Membership Secretary, ECIS, 19 Claremont Road, Surbiton, Surrey KT6 4QR.

TURKEY
GRADUATES to teach ENGLISH LANGUAGE and LITERATURE to "A" level standard; college trained TEACHERS to teach ENGLISH in lower secondary; TEFL experience is desirable but not essential.
MATHEMATICS GRADUATES to teach MODERN MATHEMATICS to pre-advanced and advanced level standard; college trained MATHEMATICS TEACHERS to teach MODERN MATHEMATICS in lower secondary.
Teaching certificates required for each post.
Start 1st October, 1977. English medium private school, Black Sea coast. Pleasant working conditions. Subsidised accommodation. Minimum contract 2 years. Return fare provided.
Salary comparable with British scales. Applications close on 28th February, 1977.
Apply with a passport size photograph, curriculum vitae and photocopies of all certificates to T. E. O. Lisesi, Kdz-Eregli, Turkey.

THE INTERNATIONALE SCHULE
HAMBURG, GERMANY
Announces a Search for a New HEADMASTER
to take office by August 1, 1977.
A private, coeducational English-language, non-profit school enrolling 450 pupils (ages 3-18) of 32 nationalities (largest groups: American, British, Japanese, Iranian, German). It offers traditional elementary/middle school programmes and two senior school (Yr. 9-12) programmes: American to CEEB Advanced Placement, British GCE to "O" and "A" levels.
Two-year renewable contract; salary Deutsche Marks 60,000 (approximately $26,000 or £15,000).
Essential qualifications: 35-55 yr. age-range; MA degree or equivalent; 5 yrs. teaching at senior level plus 3 yrs. school administrative experience; knowledge of—experience with both American and British educational patterns. No nationality requirement. Desirable: usable knowledge of German language or the ability to acquire it.
Procedure: letter of application must enclose resumé with full professional, personal, family data. Airmail it by 15 February 1977 to: OVERSEAS SCHOOLS SERVICES, 017 L. Davidsstraat, The Hague, Holland.
Educational Consultants, Directors of the Hamburg Headmaster Search.

SWEDEN
FOLKUNIVERSITETETS SPRAKCENTRUM
THE BRITISH CENTRE
TEACHERS are required to teach ENGLISH in Sweden from August, 1977. Classes are for adults with a little work in state schools in towns throughout Sweden. Classes are in English as a Foreign Language at all levels from beginners to advanced.
Qualifications: All applicants must be single, aged between 21 and 40. They must hold qualifications from a British University or College. Teaching experience is a considerable advantage. New graduates without other experience cannot be considered.
Training course commences early August.
Contracts: 22 months from August, 1977, exceptionally: 12-month contracts from same date.
Fares: Transportation to and from Sweden at beginning and end of service paid by employer. Superannuation rights safeguarded. Service recognized for incremental purposes in UK.
Salary: August 1977 not less than SKr1,650. September-December 1977 not less than SKr1,950 per month. Subsequently not less than SKr2,000 per month.
For further information and application form please write on a postcard to: The British Centre, 33 Palmeira Mansions, Hove, Sussex BN3 2GB.

SPAIN
Qualified TEACHERS of ENGLISH as second language, five years experience as minimum, working knowledge of Spanish required. Term October 1976 to June 1977.
Write: Interschool, Virgen de Consolación 20, Sevilla, Spain.

IRAN
THE ASHRAF PAHLAVI SCHOOL
Tehran
Requires qualified TEACHERS for September, 1977, to take the normal range of subjects in their English programme in Nursery, First and Middle School.
Please send curriculum vitae and details of the age in which you are interested. Detailed information on the School will follow receipt of your application. Interviews will be held in London about Easter time.
Communications to: Mr E. L. Edge, Ashraf Pahlavi School, P.O. Box 66 1530, Aghdasieh, Tehran, Iran.

FINLAND
We are an international House-affiliated private language school teaching adults in attractive and well equipped premises in the centre of Helsinki, and we are looking for qualified, experienced TEFL TEACHERS to join our staff next autumn. Contract: approximately 10 months from next September, with possibility of renewal.
Qualifications: T.H. training, U.S.A. Teachers' Certificate, or post-graduate degree in Applied Linguistics, plus two years' experience.
If you are interested in coming to Finland, apply with curriculum vitae for further information to: Kieliopisto Linguista, Kalevankatu 11a, 00100 Helsinki 10, Finland.

LAS PALMAS
THE BRITISH SCHOOL
Tafira Alta
Las Palmas de Gran Canaria
Required for September: Qualified TEACHERS with experience for the following posts:
(1) SOCIAL STUDIES to "O" level.
(2) BIOLOGY and GENERAL SCIENCE to "O" level.
(3) INFANTS.
Two year contract. Passages paid. Housing allowance. Gratuity. Salary currently above Burnham.
Applications stating education, qualifications, experience, interests and naming two referees to Mr. R. Kerry-Williams, Headmaster.

SWITZERLAND
The following boarding TEACHING posts will be vacant in September, 1977:—
SOCIAL STUDIES, European, British, American History, British, American Government and Politics "A" level.
LANGUAGES, EFL, French and German to "O" and "A" level.
Apply with full curriculum vitae to Monte Rosa International School, 3 rue de Chillon, CH-1820 Territet-Montreux.

SALES EXECUTIVE SCANDINAVIA

Longman Group, leading educational publishers have an immediate vacancy for a Sales Executive in Copenhagen to promote English language teaching material.

The challenging range of duties include visiting educational establishments, manning exhibitions and holding lectures and discussions. Liaison with major importers and provision of feedback information on the ELT market in Scandinavia are also involved.

Applicants, probably over 25 must possess experience of teaching English as a second/foreign language.

Preference will be given to candidates with some relevant sales/promotion experience.

Please write or telephone for an application form to:

Mrs. S. Etherington,
Personnel Officer,
Longman Group Limited,
Longman House,
Burnt Mill,
Harlow,
Essex.

Tel: Harlow (0279) 26721

Longman

EDUCATION DEPARTMENT VICTORIA AUSTRALIA

VACANCIES FOR

Director and Assistant Director

INSTITUTE OF EDUCATIONAL ADMINISTRATION

As a matter of Government Policy it is proposed to establish an Institute of Educational Administration to provide courses for those who are potential school principals in Victoria. Membership of these courses will be open to applicants from both State and Private Schools. The Director, Assistant Director, and registrar for the Institute will provide the core staff, to be augmented by consultants as necessary for the mounting of particular courses. The Institute will be located in Melbourne.

It is the intention of the Government that the Institute will be a semi-autonomous body ultimately responsible to the Minister of Education but with the right to determine its own procedures within the framework of a widely representative council. The Council of the Institute is at present being constituted and, in association with the Director, will be responsible for policy determination and the procedures to be followed.

Applications are being invited for the positions of Director and Assistant Director, as follows:

Salaries

Director	$A25,000 per annum
Assistant Director	$A21,797 per annum

Duties

Director

Under the Director-General of Education and in association with the Council of the Institute to be responsible for the planning of courses and the ongoing administration of the Institute. The appointee will also be expected to be responsible for the recruitment of staff for particular courses and to participate in the instructional program.

Assistant Director

Under the Director of the Institute of Educational Administration to be responsible for the co-ordination of the teaching programs of the Institute and to participate in the teaching of courses conducted by the Institute.

Qualifications

Director

1. A qualification in Educational Administration from an approved institution, preferably at the Doctoral Level. Experience in the teaching of educational administration at the graduate level would be an advantage.

2. Successful experience in the administration of schools and school systems.

3. Suitable personal qualities and proven administrative ability.

Assistant Director

1. A post-graduate qualification in educational administration and, preferably, experience in the teaching of educational administration at post-graduate level.

2. Successful experience in the administration of a school or equivalent administrative experience in an educational institution.

3. Suitable personal qualities and proven administrative ability.

Applications

Applicants should state their full name, date of birth, present position, qualifications, experience, and should furnish any particulars or evidence they wish to be considered in support of their application.

Applications, marked "Director, Institute of Educational Administration", or "Assistant Director, Institute of Educational Administration", must be lodged with the Secretary, Teachers Tribunal, Royal Mint Building, Cnr. William and La Trobe Streets, Melbourne, 3000, not later than the 11th of February, 1977.

The successful applicants will be employed by the Education Department under the conditions of employment applicable to the Victorian State Teaching Service as regards superannuation, leave, etc.

Further information regarding these positions can be obtained from Dr T. J. Moore, Deputy Director-General, Education Department, Melbourne, Victoria, 3002, Australia.

Applications from Britain will be accepted up till 18th of February.

Youth Leader

Applications are invited from suitably qualified and experienced candidates for appointment as leader of TOWNMEAD YOUTH CENTRE in this attractive riverside Borough.

Salary and Conditions of Service in accordance with J.N.C. Range 2, plus London Allowance and Supplement.

A cottage which is in the course of renovation will be available on a rented service tenancy basis.

Further details and application form from the Director of Education, Regal House, London Road, Twickenham TW1 3QB, to be returned immediately.

London Borough of RICHMOND UPON THAMES

United World College of South East Asia

(formerly the Singapore International School)

The United World College of South East Asia accepts children of a wide ability range, aged 11-18, for a secondary education leading to C.S.E., G.C.E. 'O' and 'A' levels, the International Baccalaureate Diploma and entry to American Colleges. There are some 1,200 children on roll representing 40 nationalities, and including over 250 boarding students. There are over 90 teaching staff. The College is a full member of the United World Colleges Organisation. A study and field work centre has been opened on the east coast of Johore, which offers fine opportunities for complementary outdoor education and original research to both students and staff.

Well qualified and experienced teachers of all nationalities are invited to apply for the following posts which are offered for September, 1977. Where alternative scales are indicated, the scale will depend on the experience and qualifications of the successful candidate. Applicants should note that there are 5 scales for College teachers. In terms of basic salary per month in Singapore dollars, Scale 1 runs from 1050 to 1950 dollars; Scale 2 from 1125 to 2175; Scale 3 from 1275 to 2250; Scale 4 from 1575 to 2550; and Scale 5 from 1800 to 2850. Current rates of exchange are 4 Singapore dollars to £1 Sterling. In addition, Foreign Service and rent allowances are payable.

The College teaching organization is divided between five large Faculties, Aesthetics, Communications, Humanities, Materials and Pursuits.

(A) FACULTY OF AESTHETICS

(1) Faculty Co-ordinator (Scale 5)
Required to take responsibility for overall curriculum development and administrative supervision of the Departments of Art, Drama and Music. The Co-ordinator is Chairman of the annual College Arts Festival and prime mover in other cultural activities outside the classroom. There is a substantial but not full time-table of teaching in the appropriate department.

(2) Head of the Music Department (Scale 3)
Required to take responsibility for Music courses within the College including those leading to G.C.E. and I.B. examinations.

(B) FACULTY OF COMMUNICATIONS

(1) Head of Remedial Studies Department (Scale 3)
A teacher with appropriate qualifications and experience is required to direct the Department and to teach remedial studies in class and clinic formations.

(2) Mathematics Teacher (Scale 2 or 3)
Required to undertake work over a wide range of ability. A knowledge of Modern Mathematics would be an advantage. There is an opportunity of Advanced G.C.E. and I.B. teaching.

(3) English as a Foreign Language Teacher (Scale 2)
To take charge of EFL courses within the Department of Languages.

(4) English Teacher (Scale 1 or 2)
Required to teach English Language and Literature to at least 'O' level standard.

(C) FACULTY OF HUMANITIES

(1) Faculty Co-ordinator (Scale 5)
Required to take responsibility for overall curriculum development and administrative supervision of the Departments of Economics, Ethics and Philosophy, Geography, History, Integrated Studies (in the Lower School) and South East Asian Studies. The Faculty Co-ordinator is expected to teach a substantial but not full timetable, up to Advanced Level, in one or more of the appropriate departments, and, if necessary, to take direct charge of one of the Departments.

(2) Head of History Department (Scale 3 or 4)
Required to take charge of the Department. Candidates should have a keen interest and substantial experience in the study and teaching of 20th Century history, with particular reference to one or more of the Asian regions.

(3) History Teacher (Scale 1 or 2)
Required to teach up to Advanced level, with an interest in and some experience of the study and teaching of 20th Century history, with particular reference to Asia and/or a special interest in History in Integrated Studies programmes.

(D) FACULTY OF MATERIALS

(1) Head of Physics Department (Scale 3 or 4)
Required to take charge of the Department and teach up to Advanced level.

(2) Physics Teacher (Scale 1 or 2)
Required to teach Physics up to Advanced level.

(3) Biology Teacher (Scale 1 or 2)
Required to teach Biology up to Advanced level.

(4) General Science Teacher (Scale 1 or 2)
Required to teach Biology to G.C.E. 'O' level standard and Physical Science in the Lower School. Experience with less able students is desirable.

(5) Chemistry Teacher (Scale 1 or 2)
Required to teach Chemistry to Advanced level.

Further details of the College and these posts may be obtained from:—

UNITED WORLD COLLEGES,
LONDON HOUSE,
MECKLENBURGH SQUARE,
LONDON WC1N 2AB,
UNITED KINGDOM.

A letter of application together with a full curriculum vitae, and names and addresses of two referees, should be sent to the above address not later than Monday, 21 February, 1977.

Interviews will be held in London in late March and early April, 1977.

OVERSEAS Appointments continued

WEST INDIES
THE LODGE SCHOOL
St. John, Barbados
Required for September, 1977, GRADUATES to teach to at least "O" level G.C.E.:
(1) MATHEMATICS (Modern).
(2) ART.
(3) MUSIC.
(4) WOODWORK with GEOMETRICAL and BUILDING DRAWING.
(5) METALWORK with GEOMETRICAL and MECHANICAL DRAWING.
(6) GEOGRAPHY with SURVEYING.
(7) BIOLOGY (with AGRICULTURAL SCIENCE).
Salary and conditions of Service in accordance with Barbados Government Regulations.
Applications with curriculum vitae, two recent testimonials and names of two referees should be sent to the Headmaster as soon as possible.

JAMAICA
The Secretary of Christians Abroad hopes to visit 35 Jamaican schools in February, and learn specific requirements for September.
These are expected to include GRADUATES in English, Geography, Mathematics, Science, Spanish. Also Specialist Physical Education and Technical Teachers.
Interviews in March. British and Irish residents with Christian concern send brief curriculum vitae and stamp for details to Christians Abroad, 15 Tufton Street, London SW1P 3QQ.

AFRICA
TEACHERS (all subjects) urgently needed in Catholic mission schools throughout Africa. We require practising Christians who can express their commitment through dedicated service for this challenging worthwhile work. Volunteer terms.
Please send postage for reply. VMM, 1 Victoria Road, London NW7 4SA.

JAPAN
Vacancy with self-contained staff flat at the English centre, Chofu, Japan. Two-year contract. Capable, well qualified lady with attractive personality required to teach ENGLISH.
For full particulars please write to the Principal, The Y.M.C.A. School of English, 85 Endell Street, London WC2H 9AN.

SPAIN
Young experienced TEFL TEACHERS required for Madrid, Barcelona and Valencia 1st October 1977 and 1st November 1977 to 30th June 1978.
Apply: Deputy General Manager, La Casa Inglesa, Plaza de Salamanca 11, Madrid 6, Spain.

MADRID
Private English school requires immediately fully qualified talent trained female TEACHER.
For details apply: Headmistress, Kensington School, Tilana, 65, Madrid—6.

GREECE
TEACHERS of ENGLISH required. Please write to S. Stratogakis, 18 Tsimiski St., Thessaloniki, Greece.

AMERICAN E.S.N. children need hardworking cheerful helpers for July-August. Free return flight, board and $150. Details: Joan Abler, 1 Bedfont Lane, Feltham, Middlesex.

Administration

Local Education Authority

BRADFORD (City of)
(Metropolitan Council)
WORK WITH UNEMPLOYED YOUTH
Specialist Careers Officer
Salary: £3,366-£4,095 plus £312 p.a. supplement.
A committed person required to work exclusively amongst unemployed young people in the Bradford District.
Duties include counselling young people, canvassing employers and organising various schemes of training. Knowledge of the problems of young people and previous experience in the Careers Service would be an advantage.
This appointment is for a fixed term from 1st April to 31st December, 1977, and no guarantee of employment after 31st December, 1977, can be given.
Application forms may be obtained from the Staffing and Training Unit, Directorate of Educational Services, 4th Floor, Provincial House, Tyrrel Street, Bradford BD1 1NP.
Reference EA7870 (CAH). TES.

BERMUDA

SALTUS GRAMMAR SCHOOL

An independent grammar school for boys, with a separate Junior Department, following British curricula. After O levels, most students go on to Senior Year, a preparatory class for U.S. and Canadian universities; as well as being competent in the routine G.C.E. fields, applicants for Senior School posts must be able and willing to prepare courses for post O level on their own initiative.

Teachers required for September, 1977:—
In the Senior School:—

1. ENGLISH	5. FRENCH
2. MATHEMATICS	6. CHEMISTRY
3. HISTORY	7. BIOLOGY
4. LATIN	8. P.E. and GAMES

Note: With any of these subjects, an experience in Librarianship would be a distinct advantage.

In the Junior School:—

9. General Form Teacher for J4 (8-9 year olds), with some P.E.

Reply, as soon as possible, to the Headmaster, Saltus Grammar School, Pembroke, Bermuda, giving full particulars of age, marital status, and children, education, training, qualifications, experience, details of other subjects which can be taught and, if possible, telephone number. Enclose a photograph, two testimonials and the addresses of two referees to whom confidential application can be made. Detailed particulars of these posts, the school, and living in Bermuda, will be sent to those short-listed, who will be interviewed in London in early April.

Present salary, Degree plus P.G.C.E., $8,825 by 7 to $12,417; three year trained, $7,870 by 7 to $11,248 (Bermuda dollar is on a par with U.S. Dollar). There will probably be a small increase in September. Furnished accommodation can probably be provided at a reasonable rental.

THE ENGLISH INSTITUTE
NICOSIA, CYPRUS
(associated with the English School)

The Institute has about 1,800 students, ranging from Primary School age to adult: English Courses range from beginners' to GCE O-Level. The average class-size is about 16 students. Classes are held in the afternoons, October to June.

Applications are invited for the following posts for September, 1977:

HEAD of the ENGLISH DEPARTMENT

To be responsible for all aspects of English Language teaching, including planning, supervision and guidance of teachers, allocation of students to classes, examinations, organization of in-service seminars, etc. To teach up to 10 lessons per week. There will be about 10 full-time and 10 part-time teachers in the Department.

TEACHERS of ENGLISH as a FOREIGN LANGUAGE

To teach up to 20 hours per week and to co-operate with the Head of Department in all aspects of teaching, examining, planning, etc. Attendance at in-service seminars is required.

Salary (including all allowances):
Head of Department: £C3,230 (£4,555) to £C4,110 (£5,795).
Graduate Teacher: £C2,065 (£2,880) to £C2,865 (£4,040).
Non-Graduate Teacher: £C1,630 (£2,300) to £C2,345 (£3,305).
(The Sterling equivalents are as at 15th January, 1977.)

Initially, one-year Contract; air fare and baggage allowance; medical scheme.

Applications, giving detailed curriculum vitae, enclosing recent photograph, and naming two Referees (one of whom must be the applicant's present or latest Head Teacher), should be received by the Headmaster, the English School, Nicosia, Cyprus, not later than Friday, February 18. Interviews in London early March.

The British Council

invites applications for the following post:

2 Assistant Primary Teachers (Jordan)

International Community School, Amman

Single qualified teachers or married teaching couple, experienced or newly qualified. Interest in music desirable. Preferred age range 22-28.

Salary: Burnham Scale.

Benefits: free furnished accommodation (shared); passage-paid annual leave; outfit grant; employer's portion of UK superannuation. Three-year contract, renewable.

Return fares are paid. Local contract is guaranteed by the British Council.

Please write, briefly stating qualifications and length of appropriate experience: quoting reference number 76 AS 135-136 and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

UNIVERSITY OF PETROLEUM & MINERALS

DHAHRAN, SAUDI ARABIA

The University of Petroleum & Minerals, Dhahran, Saudi Arabia, invites applications for:

TESL POSITIONS

QUALIFICATIONS:	M.A. TESL/Applied Linguistics
EXPERIENCE:	Minimum two years in TESL
DESCRIPTION OF DUTIES:	Teaching English to Post-Secondary school students with Elementary to Intermediate proficiency at the University of Petroleum & Minerals
BEGINNING DATE:	September 1, 1977.

Minimum regular contract for two years, renewable. Competitive salaries and allowances, free air conditioned and furnished housing, free air transportation to and from Dhahran each two year tour. Attractive educational assistance grants for school-age dependent children. Local transportation allowance in cash each month. All earned income without Saudi taxes. Ten-month duty each year with two-month vacation paid and possibility of participation in University's ongoing summer programmes with adequate additional compensation.

Apply with complete résumé on academic and professional background, list of references, and with copies of degrees/testimonials, including personal data, such as, nationality at birth and current, home and office addresses, telephone numbers, family status (wife's maiden name, names of children, age and sex) to:

G. E. B. Harrison, M.A.,
Gabbitas-Thring Services Limited
6, 7 & 8, Sackville Street, London W1X 2BR

ENGLISH TEACHERS

You can earn over **£15,000 TAX-FREE** in the next two years

During the Summer and Autumn of this year we shall require a small number of male teachers to support our training programme in Saudi Arabia. They will be required to teach English to students and cadets of the Royal Saudi Air Force.

Suitable applicants would be UK citizens whose mother tongue is English. They must be qualified teachers and should have three years' full-time experience of teaching English as a foreign language. Preference will be given to graduates with a degree in English and a post-graduate TEFL certificate, although less qualified applicants may also be considered.

Successful candidates will receive free accommodation, messing, medical care and other benefits. There is also generous travel-paid leave to the UK.

Please apply with brief details of appropriate experience to:

The Personnel Officer (S.A.) Dept. 613/TES
Saudi Arabian Support Dept.,
British Aircraft Corporation,
Warton Aerodrome,
Preston, Lancs, PR4 1AX.

BRITISH AIRCRAFT CORPORATION OVERSEAS

AIGLON COLLEGE SWITZERLAND

This International Boarding School in the Swiss Alps for 250 boys and girls, 11-18, requires the following staff:

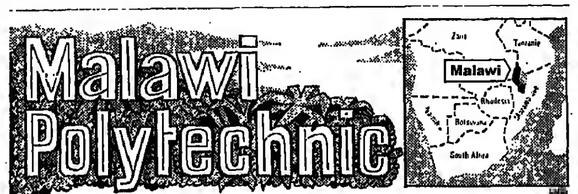
1. **HOUSE PARENTS** for house of 40 boys.
2. **HEAD OF ENGLISH.** Post requires well qualified, experienced teacher with good organizing ability and interest in drama.
3. **HEAD OF SPECIAL ENGLISH SCHOOL.** Experienced E.F.L. teacher required to prepare 20-30 non-English speaking children for integration in main school.
4. **MATRON (SIN).** Responsible with House Mothers for the welfare of all boys and girls.
5. **PHYSICAL EDUCATION MASTER.** Responsible with assistance of Physical Education Mistress for programme of all boys and girls.
6. **CHAPLAIN.** Applicant should be Anglican, committed to working with young people and sensitive to the special needs of a multi religious community.

Posts 1-5 for September, 1977; Post 6 for January or September, 1978. Possibility of combining some posts. Applications welcome from married couples able to fill two posts.

Applicants must be prepared to respond to the challenges of working in an international community and to make a full contribution to the life of the school in which care of the individual and spiritual values are stressed. Knowledge of French, ability to help with outdoor or cultural activities an advantage.

Apply with curriculum vitae, testimonials, two referees and phone numbers (own and referees') to:

The Headmaster, Aiglon College,
1885 Chesières-Villars, Switzerland.
Tel. Chesières (025) 35 27
Interviews London 7th-10th March, 1977.



A constituent College of the University of Malawi, situated between Blantyre and Limbe, the Polytechnic caters for approximately 900 day and 1,400 evening class students. It offers 3-year full-time post School Certificate University Diploma courses in Mechanical, Electrical and Construction Engineering, Public Health Inspection, Laboratory Technology and Business Studies and a variety of full-time block release and sandwich courses at craft and technician level under a separate Board of Governors who invite applications from candidates seeking an opportunity to increase their experience by teaching in a developing country. The following vacancies are tenable from September, 1977.

DEPARTMENT OF ENGINEERING

Lecturer in Machine Shop Engineering
To teach theory and practice in machine and fitting-shop work, including the use of metrology equipment, to Craft and Technician Apprentices and University Diploma students.

Lecturers in Electrical Installation Work
To teach Electrical Science, Installation Technology and Electrical Workshop Practice to craftsmen and technicians.
FTC with appropriate industrial experience. Teaching experience and/or a teaching qualification an advantage.

DEPARTMENT OF ENGLISH AND LIBERAL STUDIES

Lecturers in English
To teach English mainly to Craft and Technician Apprentices, and to Secretarial students, possibly some teaching at University Diploma level.
Degree and qualification in either Applied Linguistics or E.S.L.
At least two years' teaching experience.

Salary: Lecturer, £4,008 to £6,305.
(including a supplement, normally tax-free, payable by the British Government to citizens of the UK and which is reviewed annually).

Contracts:
For two years initially to the Board of Governors. Terms include 15-25 per cent terminal gratuity, subsidized housing, free passages, education allowances and children's holiday visit passages, biennial overseas leave. An interest-free car loan to £1,200 and appointments grant to £300 are payable in certain circumstances. Apply for further details and an application form specifying post to Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries): 95/97 Grosvenor Gardens, London SW1W 0BS. Closing date for receipt of applications, Tuesday, February 22, 1977.

tetoc

ADMINISTRATION
Local Education Authority continued

ESSEX
COUNTY COUNCIL
CAREERS SERVICE

AREA CAREERS OFFICER
Scale 3: £4,000 to £4,992
Outside the London Allowance Area

A.P.T. (1) £3,822 to £4,392 for those who have completed a course of training for the Careers Service or A.C.E. (Careers) or (2) £3,582 to £4,152 for those who have completed a university qualification or hold teaching or comparable qualifications. Salaries are subject to an additional weighting of £342 per annum for all posts.

The person appointed to the post of AREA CAREERS OFFICER (Post Number 478) should be experienced, qualified with suitable experience of the Careers Service. He also will be responsible for the organization and administration of the Service in the Southend Area under the general direction of the County Careers Officer, but will be directly responsible to the Assistant County Careers Officer for the southern half of the county.

There are two vacant Careers Officer posts, one at Harlow (Post Number 479) and one at Clacton Careers Office (Post number 156 [illegible]). Applicants should have the ability to tackle the problems of Careers Work, either in a mixed ability group of young people. Experience in teaching, industry or commerce would be an advantage.

Application forms and further details are available from the County Education Officer, P.O. Box 47, Threadneedle Buildings, Stafford Road, Chelmsford, CM1 1LH. Telephone Chelmsford 57222, extension 2606.

Closing date, 18 February, 1977.

HOUNSLOW
London Borough of
EDUCATION DEPARTMENT
CAREERS SERVICE

Application are invited from persons who have completed a course of training for the Careers Service (Scale 3: £4,002 to £4,992 for those who have completed a university qualification or hold teaching or comparable qualifications. Salaries are subject to an additional weighting of £342 per annum for all posts).

Application forms from Inspector of Education Centre, Lampton Road, Hounslow TW3 4HY. Telephone 01-570 7728 extension 2[illegible]. Closing date 18 February, 1977.

LITHIAN
REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
CAREERS SERVICE

CAREERS OFFICER required by the Education Area based in all Inclusive Schools Edinburgh. The successful applicant would take up post on 1st April, 1977. Applicants should be qualified under the arrangements approved by the Careers Service Training Committee of the Scottish Educational Training Board.

Salary £2,601 to £3,282, plus £342 Supplement.

Further information and application forms from Area Education Officer, Education Office, Wester Hailes Education Centre, Edinburgh EH14 2SU.

NORTH YORKSHIRE
County of
CAMPSIE OFFICER
HARROGATE AREA CAREERS OFFICE

Applications are invited for CAREERS OFFICER of the Harrogate Area Careers Office, Cornwall House, Victoria Avenue, Harrogate.

Salary Scale: A.P.T. 3 £3,582 to £4,992 plus £342 annual salary supplement.

Application forms (to be returned by 14 February, 1977) and further particulars from the County Education Officer, County Hall, Northallerton DL7 8AF.

NORTHUMBERLAND
COUNTY COUNCIL
ADVISER—SCHOOL MEALS
(Two posts)

Applications are invited for the above posts which will become vacant in April and September, 1977. Applicants should be experienced and qualified H.N.D., I.M.A. teaching or dietetic qualifications. Salary will be within the Scale Officer 1 £3,234 to £3,924 plus £342 per annum supplement.

Application forms, remainder by February 21, 1977, and further details from the Director of Education, County Hall, Morpeth, Northumberland. Telephone Morpeth 510 [illegible]

NOTTINGHAMSHIRE
COUNTY COUNCIL
LIBRARY
CAREERS SERVICE
MINING CAREERS OFFICER

Required from January or April of the Nottingham City District Office, to undertake Careers Teaching duties, coordinating the work of a group of Careers Officers serving several schools. Careers Service experience and educational qualifications essential.

Salary will be within the range £4,008 to £4,896 per annum plus £342 supplement. Starting salary will depend on age and experience.

Generous assistance may be given with the expenses incurred in moving home to Nottingham, if this the Authority's scheme. Also a car allowance.

Further details can be obtained from the Director of Education (Ref. 1), Lawrence House, Talbot Street, Nottingham. Quote reference 2011 on your letter and please quote Ref. 1[illegible]. Closing date 14 February, 1977.

SHROPSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
CAREERS SERVICE

Applications are invited from qualified CAREERS OFFICERS or students in training for the post of CAREERS OFFICER (Ref. 1) Salary within the Scale A(A)3 £3,582-£4,992.

A suitable candidate can commence at a salary above the minimum of the scale.

Car allowance paid, removal expenses may be available.

Those interested are invited to telephone the Principal Careers Officer, Telephone Shrewsbury 23261.

Closing date 14th February 1977.

Application forms and further particulars from J. Rogers, County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Shropshire.

General

LONDON
ASSISTANT TO
THE DIRECTOR OF EDUCATION
HELP THE AGED

An energetic ASSISTANT with interest in social problems and experience of Local Authority Education Service, ready to write, research essential. Journalistic and or publishing technique an advantage.

Please apply giving brief career details, or telephone Situations Industrial, 2[illegible] Upper Street, Islington, London, N.1. 01-[illegible].

LONDON
LOCUMENTA CENTRE
Kensington, W.8.
Ex-Scale 6: £3,999 (Inclusive Outside London Allowance)
Accommodation

A resident WARDEN is required for Lincolnshire House Community Centre. This is an exceptionally attractive opportunity to maintain and develop a varied programme of activities aimed with a wide spectrum of people.

The Warden is responsible for the administration and day-to-day running of this thriving centre and, under the House Committee, for the welfare of the public and staff, public relations and the Greenwich Community Council.

This is an exciting opportunity for the social and relational work in an agreeable setting.

Age 30 to 40 preferred, a self-starter with resilience and imagination and at least one year's relevant experience.

Application form and further particulars from Mrs. Ann Hilton, Locumenta Centre, Lincolnshire House, W.8. Telephone 01-937 0[illegible], 1[illegible], 2[illegible].

Closing date February 18.

PRESTON
THE POLYTECHNIC

Applications are invited for the post of:

ASSISTANT ACADEMIC HEADSHIP

It is expected that the person appointed will possess appropriate qualifications and will have had professional experience of library work in an institution of higher further education.

Salary Scale: £4,008 to £4,896 plus £342 supplement.

Application forms and further particulars, including details of the post, from the Librarian, Polytechnic, Corporation Street, Preston PR1 2TQ.

Closing date for applications: February 14, 1977.

S.P.C.A.
Requires
EDUCATION OFFICER FOR MIDLANDS AREA

Applicants are invited from a required LEARNING SPECIALIST who will be responsible for the Area's Education Officer, mainly in the field of Special Education and in publishing technique and practice.

Please apply giving brief career details, or telephone Situations Industrial, 2[illegible] Upper Street, Islington, London, N.1. 01-[illegible].

LONDON
ASSISTANT TO
THE DIRECTOR OF EDUCATION
HELP THE AGED

An energetic ASSISTANT with interest in social problems and experience of Local Authority Education Service, ready to write, research essential. Journalistic and or publishing technique an advantage.

Please apply giving brief career details, or telephone Situations Industrial, 2[illegible] Upper Street, Islington, London, N.1. 01-[illegible].

THE CHURCH IN WALES
PROVINCIAL CURRICULUM AND EXAMINATIONS BOARD

The Provincial Council for Education requires a Lay man or woman to advise the Director of Education for the Children and Youth Department. The post is mainly concerned with Sunday schools and with classes for up to 14 years of age. Teaching experience and knowledge of the public and church public relations an advantage.

Applicants must be communicant members of the Anglican Communion.

Further information and application forms may be obtained from the Secretary, Cathedral Church of Llandaff, Cathedral Green, Llandaff, Cardiff CF5 2EB. Telephone 0222 562081, 1[illegible], 20[illegible].

Closing date February 18.

Examiners

SOUTH WESTERN EXAMINATIONS BOARD
[illegible] Marsh Street, Bristol

Applications are invited from HEADTEACHERS serving in secondary schools for the following posts—

ASSISTANT ACADEMIC HEADSHIP

ART,
COMMERCIAL,
COMMUNICATION STUDIES (Modern Languages),
HUMAN BIOLOGY,
MATHEMATICS,
PHYSICS,
TECHNICAL DRAWING.

Also SENIOR EXAMINER in BRITISH INDUSTRIAL STUDIES.

HEADSHIP
SCIENCE

Details and application forms, remainable by 21st February, 1977, may be obtained by writing to the Head of Examinations enclosing envelope marked with the posts required.

H. L. R. Hopwood, Secretary to the Board.

DIRECTORATE OF EDUCATION
CAREERS SERVICE
Principal Careers Officer

Candidates should have had considerable experience of practical and administrative work in the Careers Service and should possess a degree or an approved diploma.
Salary: within the range £5,288-£5,589 inclusive. Casual user car allowance.
Application forms and further details from Chief Further Education Officer, Town Hall, Crayford, Kent (Tel. Crayford 526290, ext. 14). Closing date: 18th February, 1977.

Bexley London Borough

COUNTY OF AVON Education Service
ASSISTANT EDUCATION OFFICER
(Teaching Staff)

Salary scale: PO2 (1-5) £5889-£6564
Plus £312 p.a. Supplement

Applications invited for this fourth tier post, to join a team of three other Assistant Education Officers, immediately responsible to the Education Officer (Schools) for the management and development of schools within the County.

Relevant and responsible teaching, local government administrative or personnel experience, essential.

Further details and application forms, returnable by 18th February, from Director of Personnel (Tel.: Bristol 298565), Avon House, The Haymarket, Bristol BS99 7DE.
Please quote ref. no.: EDU 1010.

THE UNITED ARAB EMIRATES—UNIVERSITY OF THE U.A.E.

Applications are invited for appointments to position of:

PROFESSORS, ASSOCIATE PROFESSORS AND ASSISTANT PROFESSORS (Lecturers)

starting Sept. 1977 in the following departments:

ARABIC, ISLAMIC STUDIES, ENGLISH, HISTORY, GEOGRAPHY, SOCIOLOGY, PSYCHOLOGY, EDUCATION, CHEMISTRY, PHYSICS, MATHS, GEOLOGY, BOTANY, ZOOLOGY, ECONOMICS, ADMINISTRATION, FRENCH, STATISTICS, LAW, ACCOUNTANCY, POLITICAL SCIENCE.

At all levels, candidates must have Doctorate qualifications in their respective fields, native speakers of Arabic (except for the dept. of English), and experience as regular teaching staff in accredited Universities. In addition, qualified Librarian (with an M.A. Degree) is invited to apply.

The information regards salary scale is available at the U.A.E. CULTURAL ATTACHE OFFICE.

Benefits: Tax free, free furnished accommodation, free medical service, annual passage-paid leave, Car allowance.

Applications should be sent with curriculum vitae to:

MINISTRY OF EDUCATION, CULTURAL DEPARTMENT, ABU DHABI, UNITED ARAB EMIRATES, P.O. BOX 295

N.B. Applications must reach the Ministry not later than the end of February, 1977.

EXAMINERS
continued

EAST MIDLAND REGIONAL EXAMINATIONS BOARD
(Certificate of Secondary Education)

Applications are invited for the following posts.

CHIEF EXAMINER IN ENGLISH
CHIEF EXAMINER IN SOCIAL STUDIES
CHIEF EXAMINER IN GERMAN
DEPUTY CHIEF EXAMINER IN PHYSICS

Further details and application forms may be obtained from the Secretary, East Midland Regional Examinations Board, Robins Wood House, Robins Wood Road, Aspley, Nottingham, to whom completed application forms should be returned by Friday, 4 March, 1977.

OXFORD LOCAL EXAMINATIONS
GENERAL CERTIFICATE OF EDUCATION

Applications are invited from suitably qualified men and women, would like to assist with the marking of examinations above Advanced Level. There is the possibility of working as Assistant Examiner for English Literature, French, History and Sociology and for Mathematics at Ordinary Level, but applicants with qualifications in other subjects are also invited to enquire about the possibility of taking part in this work.

Age is not normally to exceed 70 years, but there is no upper age limit for those with relevant experience.

Application form and further particulars may be obtained from the Secretary, Oxford Local Examinations, 1 Wellington Square, Oxford OX1 2JA. Telephone 0865 54291.

ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD

Applications are invited for appointment as Chief Examiners and Assistant Examiners for the following subjects:

DIPLOMA FOR PERSONAL ASSISTANTS
LAW AND PROCEDURE OF MEETINGS
CERTIFICATE IN OFFICE STUDIES
SOCIAL STATISTICS

Application forms and further details can be had from the Secretary to the Examinations Board, Royal Society of Arts Examinations Board, 18 Adam Street, Adelphi, London WC2N 6AJ.

YORKSHIRE REGIONAL EXAMINATIONS BOARD
for the
Certificate of Secondary Education
VACANCIES

Applications are invited from persons with relevant experience for the following posts:

CHIEF EXAMINERS AND MODERATORS
CHIEF EXAMINER and MODERATOR
CHIEF EXAMINER and MODERATOR (Coursework)
HOME ECONOMICS—CHIEF EXAMINER and MODERATOR (Coursework)
ART—CHIEF EXAMINER and MODERATOR
BIOLOGY—CHIEF EXAMINER and MODERATOR (Coursework)

The posts listed below will become vacant after the 1977 examinations. The successful applicants for the posts listed below will be required to carry out their duties on relatively short assignments.

SOCIAL SCIENCE—EDUCATION
The successful applicant will have a particular responsibility for Education.

HOME ECONOMICS—MODERATOR
(Coursework)
The successful applicant will have a particular responsibility for Home Economics.

CHILD CARE—MODERATOR
The successful applicant will have a particular responsibility for Child Care subjects.

ASSISTANT EXAMINERS/MODERATORS
Applications for these posts should include within the area of Health and Food Matches, Clothing and Handicrafts, in some cases the appointment will be in the Grade Ed. of HO.

Applicants are invited for Assistant Examiners for Computer Studies, Physical Geography, Geography, Economics, Linguistics, Office Practice, Business Education, Shorthand and Typewriting.

Assistant Moderators are required for Mode 1 English Studies and Assistant Moderators will be required for Mode 3.

Assistant Examiners (for written and oral) are required for the French Examination.

Previously successful candidates are invited to remain.

Application forms and further details of all the above posts available from: The Secretary, Yorkshire Regional Examinations Board, 31 Springfield Avenue, Harrogate, North Yorkshire HG1 2HW.

Notes writing for details, please quote a stamped addressed envelope. Completed forms should be returned to the above address by Friday, 18th February, 1977.

Ancillary Services

FIFE
ST LEONARDS SCHOOL
St Andrews

Required in September, 1977:
RESIDENTIAL ASSISTANT MISTRESS to take part in supervision and be responsible for a small Advanced Level Girls' Boarding House.

Apply with names of two referees and curriculum vitae to the Headmistress.

NEW Residential Centre, vacancies for cooks, cleaners, domestic, maintenance staff. Unqualified teachers welcomed. Must be medical certificate. Educational Trustee, 11 Rumwell Rd., Woodthorpe, York YO2 2HU.

Miscellaneous

SUSSEX
BOROUGH BRIGHTON COUNCIL
SOUTH COUNCIL

M.O. £2,352 to £2,901 plus £312 per annum and 12½ per cent shift allowance.

The proceeds cradle is to Horsham Park and comprises a month hall, club rooms, and open, cafeteria and shared bar.

This post is at third tier management level and offers a challenging opportunity in recreation management.

Applicants must be prepared to accept responsibility and take initiative to ensure the efficient and economical running of the centre. Relevant teaching qualifications or practical experience desirable.

Brighton Council reserves the rights to offer a lower salary than the maximum if the successful applicant is not a qualified teacher.

Apply in writing, giving details of experience and two referees to the Education Officer (Ref. 1/C), Hollingdean Road, Brighton, as soon as possible.

WILTSHIRE
TEACHERS and STUDENT TEACHERS, CHILD CARE WORKERS, etc., for temporary employment at Children's Holiday Centres in South of England.

1. Experienced and enthusiastic TEACHERS, etc., to be in charge of a holiday centre.
2. Enthusiastic staff to organize activities and general care of children.
3. Qualified sports instructors.
4. Qualified TEACHERS of ENGLISH.
5. Students to be general assistants, helping and domestic work.

For full details contact the Staffing Department, Nursery Children's Services, Wiltshire County Council, Trowbridge, Wiltshire.

LONDON
WALTHAMSTOW SPORTS COUNCIL

Required immediately:
ASSISTANT TO THE SECRETARY

Full-time Assistant to the Secretary of the Council. Duties include: Minutes, correspondence, general administration, etc. Salary Scale: £2,352 to £2,901 plus £312 Supplement.

Applicants should be prepared to undertake occasional evening work.

Apply in writing to the Secretary, Walthamstow Sports Council, Lloyd Park Centre, Forest Road, London E17 4PP.

INTERNATIONAL VOLUNTARY SERVICES
requires
AUDIO-VISUAL MAINTENANCE OFFICER

Photographer, typing, writing, splicing, bulletin making, knowledge of 16mm and 35mm projectors for film-work.

BUSINESS MANAGER
with knowledge background for London.

Experienced social worker for Mind: Phone Richard Hughes, enquiries for Lamacoun, Hinchling and decorating instructors for various countries.

A shorter term income requirement, insurance, living allowance, settlement grants, housing, etc.

Details and application form from 1 Ann Tayforth, Section 9, 1[illegible] Lynton House, 7-25 Russell Road, London SW1 [illegible].

SANDWELL
Metropolitan Borough of
WARLEY INTERNATIONAL
INDUSTRIAL COLLEGE

One TEACHER required immediately, and one for September, 1977. The salary for both posts will be in accordance with Scale 3, and a mileage allowance is payable.

The posts appointed will be part of a team of teachers working within the Authority's scheme for instructional instruction under the supervision of the Music Adviser. The posts will involve playing in the staff orchestra, which gives concerts in schools, and working with Extension in the Authority's Music Centre.

Apply, as soon as possible, to the Director of Education, Education Offices, P. O. Box 41, High Street, West Bromwich, West Midlands B70 8DP.

BARNSLEY
Required as soon as possible
TEACHER-PERFORMER of VIOLA

Ability to offer some violin teaching at a more elementary level is desirable.

To teach small groups of children in groups with some coaching at Music Centres and playing in Concerts and Recitals.

Hours of duties 27½ per week, some of which will be worked outside normal school sessions.

Salary will be premium Scale 2 for a qualified and experienced Teacher, Scale 1 for a Probationer or as the appropriate Instructors Scale.

Apply by letter giving details of experience and two referees to the Education Officer (Ref. 1/C) Westfield Road, Barnsley, as soon as possible.

LONDON
ROYAL HOLLOWAY COLLEGE SPORTS COUNCIL

Required immediately:
ASSISTANT TO THE SECRETARY

Full-time Assistant to the Secretary of the Council. Duties include: Minutes, correspondence, general administration, etc. Salary Scale: £2,352 to £2,901 plus £312 Supplement.

Applicants should be prepared to undertake occasional evening work.

Apply in writing to the Secretary, Royal Holloway College Sports Council, Egham Hill, Egham, Surrey TW20 0EX.

BRISTOL, CROYDON & ISLEWORTH
Fluent speakers and thinkers are needed by employers in companies of their Bristol, Croydon and Isleworth offices to interview and advice, technical personnel on suitable business careers.

Average remuneration starts around £5,000 (Bristol) and £4,000 (Croydon & Isleworth) and increases according to merit after three months.

Inquiries should be sent in writing to Mr. Robert, O.B., Tower Chapel Ltd., Grove House, Isleworth, Middlesex, before 18th February, 1977.

CITY OF BIRMINGHAM PERSONNEL DEPARTMENT
AVONCROFT COLLEGE, NEAR BROMSGROVE
Resident Domestic Bursar
£2,529—£2,691 + £312 Supplement

The College is primarily used for employee training on a residential basis (46 beds) and the Bursar will be responsible, under the general direction of the Head of College, for the effective and efficient operation of the College catering, cleaning, domestic and maintenance services.

Extra payment for week-end working.

SJAC deduction for board, lodging and laundry.

Previous experience in a residential establishment together with an appropriate qualification desirable.

Canvassing will disqualify.

Further information and application forms to be obtained by February 21, 1977, may be obtained from the City Personnel Officer, Snow Hill House, 1 and 19 Barwick Street, Birmingham B3 2PT. Telephone 021-235 2207.

Please state reference 7.09-9) on your reply.

DIOCESE OF ST. ALBANS
DIRECTOR
EDUCATION AND TRAINING

Applications are invited for this full-time post from suitably qualified members of the Church of England either clerical or lay.

The successful candidate will be expected to lead a team of six people in the formulation and development of all Diocesan Education policies.

Further details from Diocesan Secretary, Holywell Lodge, 41 Holywell Hill, St Albans, Herts. Closing date for applications: February 18.

Kirklees Metropolitan Council
Directorate of Educational Services
RESIDENTIAL OR NON-RESIDENTIAL CARE OFFICER

Residential—RCCO 3, £2,364-£2,863
Non-Residential—RCCO 2, £2,277-£2,661
(+ £312 Salary Supplement)

Required at Combs Hill Residential Special School, Hall Lane, Thornhill, Dewsbury WF12 0QL.

Vacancies exist for child care staff to join a team of six child care staff caring for 46 maladjusted girls aged 9 to 18 years in out-of-school hours. Staff flats are available in this purpose-built School where normal school holidays are taken.

Additional qualification allowance will be paid in accordance with N.J.C. Scheme. Sleeping-in duty allowance is payable where appropriate. Charge for Board and Lodging is £411 per annum.

Applications by letter to the Head Teacher giving details of experience and qualifications and also the names and address of two persons to whom reference may be made. Further information from the Headmaster, Telephone Dewsbury 466277.

Closing date five days after the appearance of this advertisement.

Educational Psychologist
(1) Full-time appointment
(2) Part-time appointment (four sessions weekly)

Applications are invited from fully qualified educational psychologists for the above two appointments. Appointment (1) will be to work in the East Devon team; appointment (2) is specifically to service a paediatric assessment centre in Exeter. This appointment may not extend beyond three years. Salary scale (1) £3,900-£6,660 (supplement £312 p.a.) and for (2) pro rata to a full-time appointment.

Full details of the posts and application forms may be obtained from Chief Education Officer, Education Department, County Hall, Topsham Road, Exeter, to whom completed applications should be returned by 28th February, 1977.

DEVON

RoSPA
The Royal Society for the Prevention of Accidents

PROFESSIONAL ASSISTANT to the DIRECTOR OF SAFETY EDUCATION
C. £3,000/£3,200 p.a.

The responsibilities of the appointee will be to visit Local Authorities and the Educational Sector to Promote Safety Education and to assist with the preparation and revision of learning aids for young people of varying ages to further their understanding of Accident Prevention in the Home, on the Roads, in Water, in and at-work and at Play. Duties will also include involvement with validation processes within schools.

The appointee will be a qualified Teacher, preferably with a B.Ed., and possess administrative skills.

Further particulars and application forms apply to the Personnel Officer, The Royal Society for the Prevention of Accidents, Cannon House, The Priory, Queensway, Birmingham B4 6BS, quoting the Ref. (A.D.S.E.) within 10 days of this publication.

MISCELLANEOUS
Appointments
continued

BEXLEY
London Borough of Bexley seeks part time TEACHING ASSISTANCE (Craft and Design) Opportunities for participating in flourishing musical life in Borough and for teaching and conducting the Slade Music School. Mileage allowance.
Ref. 1267. Assistance will receive expenses. Total loss and mileage allowance can be considered.
Closing date: Friday, 25th February, 1977.
Application forms obtainable from and returnable to the Chief Education Officer, Ref. Scholars 1177, Town Hall, Bexley, Kent.

COVENTRY
MARGERY LEE MEMORIAL CHURCH
COVENTRY BRANCH
Who specialise in the organisation of art exhibitions for adult male ex-offenders have a vacancy for a resident OFFICE WARDEN.
Salary £1,000 per annum plus full board and accommodation.
Applications to Mrs A. Philips, Surgery, Ex Memorial Hall, Church of Christ, Earlsdon Avenue, Coventry. Tel. Coventry 71 Bulkeley Hill Street, Coventry.

GLASGOW
SCHOLARSHIP UNION-SCOTLAND
IT IS HOPED to arrange for Schools Monitored by Scripture Union in Glasgow and Strathclyde Region in Strathclyde and Central Regions of Scotland to obtain Teachers of R.E. in secondary schools.
Application forms from the Rev. B. Forrest, 350 Sauchiehall Street, Glasgow G2 3JD.

BURY
Metropolitan Borough of Bury
INSTRUMENTAL TEACHING SERVICE
Required for 1st May 1977
HEAD of SECTION (Scale 3) to Co-ordinate Teaching at Primary, Secondary and Music Centre level.
Application forms and further details obtainable from and returnable to the Director of Education Education Department, Athenaeum House, Market Street, Bury by the 18th February 1977.

WARWICKSHIRE
LOCAL EDUCATION AUTHORITY
Young People's Training Organisation
Part-time Adventure Training Course of 20 hours duration commencing 11th March, to run three consecutive Saturdays, to include practical development skills and Aptitudes, are offered by resident Christian organisation.
For details, Training Manager, Lodge, Lodge, Hampton, Warks (0926) 69126.

WINCHESTER
ST SWITHUNS St Boys
Wanted in Lodge Cottage (Lower Bottom) of Middle to Lower Fifth and Sixth Form.
Applications to the Headmaster with names of parents.

RESIDENT ASSISTANT Housemaster required for 6 months in small mixed boarding house. Good pay. Own room.—Write Methodist International House, 57 Hallam Gardens, London, SW7 4PZ.

YOUTH LEADER required by Greenwich Young People's Theatre. Apply Youth and Community Section.

Outdoor Education

KENT
LEARNING PROSPECTS CENTRE
DIRECTOR
To be responsible for day to day fully responsible for administration, financial control and policy. Able to work at all of Kent's Outdoor Centres and ancillary centres. Salary Scale Principal Scale 3 (Outdoor Education) Scale 3 (Outdoor Education) Scale 3 (Outdoor Education)

Beware, this is art

Michael Clarke on an exhibition of Soviet art

Unofficial Art from the Soviet Union.
Institute of Contemporary Arts until February 27.

"The law permits me to write; it only asks that I write in a style other than *my own!* I am allowed to show the face of my mind, but, first, I must give it a *prescribed expression!* Where is the man of honour who would not turn crimson at this imposition, who would not prefer to hide his head under his toga? At least the toga hints that it may conceal the head of a Jupiter underneath": thus wrote Karl Marx on the Prussian censors in 1842. The Soviet State does not agree. Socialist Realism, dogmatically followed since 1934, is the only official art. No other exists officially. The events of 1974 made it impossible not to recognize, however, that an unofficial art, much more widespread than even the most optimistic supporter had dared to hope, not only did exist but was on show in Moscow.

We should not confuse this art with that of political dissidents opposed to the regime itself. What these artists want is solely the right to choose how they will paint, without the ever-present danger of persecution. Unless an artist is a member of the Union of Soviet Artists he has no legal right to work in his profession, but to be this he must undertake to adhere strictly to Socialist Realism. Any artist choosing to deviate even slightly from this prescribed expression must do so strictly in private and without support. Private sales of work are illegal.

Under Stalin, Russian artists were steadily denied access to the country's holdings of international modern art and cut off from any current activities in the west. Only under Khrushchev was a peep permitted through the iron curtain. Between 1956 and 1962 there were a series of exhibitions in Moscow and Leningrad of west and east European art but perhaps the most significant event for the artists on show at the ICA was the Sixth World Festival of Youth and Students which permitted contacts, both national and international, and gained supporters outside the Soviet Union. Khrushchev subsequently denounced this new manifestation but too late—an unofficial art had been created.

Many people will react dismissively to the ICA show, admitting the artists' courage while they reject the works as little better than Bayswater Road on Sundays. What they will not do is recognize the distance which separates the Soviet context from our own: we are surrounded by individualist, even esoteric art, they must resist being engulfed in total conformity; we have had almost complete access to the modern movement, they have been almost excluded from it. How can we judge appropriately? Marx ended his article by quoting Voltaire: "Tous les genres sont bons excepté le genre ennuyeux." If there are no Jupiters to be found at the ICA there is little that is boring. Let us heed one of the newspaper headings in Oscar Rabin's "Still-Life with Fish and Pravda", "Beware, this is Art".

Still life with fish and Pravda, 1968.
A painting in oil on canvas by Oscar Rabin, from Alexander Glezer's Russian Museum in Exile, Montgeron, near Paris.

Ballet

On their toes

Rosemary Hartill

Images of the Dance. By Richard Austin.
Vision Press £3.95. 85478 293 1.
Birth of a Ballet. By Richard Austin.
Vision Press £4.20. 85478 044 0.
A History of Ballet and Dance. By Alexander Bland.
Barrie and Jenkins £7.95. 214 20283 6.

Now that experimental modern dance is becoming ever more popular, calling into question many of the old aesthetics of the classical ballet, dance criticism sometimes seems like walking in a dark wood where few paths are clearly marked and where light filters through only in certain glades. We have all been to ballets which we left excited by the spectacle or the technique displayed, only to find that a few days later we have no lasting memory of the dance in our hearts. Why is this? Why do some dancers move us so, when others dance the same steps and leave no impression? What should we look for when we go to the ballet?

Images of the Dance is the first book in English to try to come to terms with these and related questions, and as such has intrinsic interest. That the book is also written with passionate logic, cross-references of rare illumination, and in prose of, at times, piercing beauty makes it a landmark in dance criticism.

The author has distilled a lifetime's experience of the dance into a selection of marvellous essays which, together with those in an earlier book *The Ballerina*, create a theory of aesthetics for the dance. With imagination and sensitivity, he explores subjects like the elements of dream, play and allegory in ballet, the differences between the classical and romantic styles, the elusive qualities of great dancers, and the relationship between dance and its sister arts, particularly music, poetry and design.

Richard Austin writes always as if the dance matters. Reading his book is like sharing a voyage of imaginative and intellectual discovery where, at the end, the great dancers still wait.

Images of the Dance refers to many ballets; *Birth of the Ballet*, by the same author, is about one. Written with the same integrity and passion, it will be welcomed by those people specially interested in the creative process and the elements involved in the making of a ballet. It describes the creation of *Black Angels* by Christopher Bruce of the Ballet Rambert. An opening chapter introducing the Rambert company is followed by chapters on the choreographer, the music, and the design and lighting. The remaining sections give a day-to-day account of the making of the ballet, culminating in the opening night.

When one considers the difficulties of such a project, it is hardly surprising that this book is the first ever to attempt it. Mr Austin himself is perfectly aware of the dimensions of the task he set himself. He quotes Christopher Bruce as saying of the ballet: "It is strangely mysterious to me now. I feel it, but I cannot put it into words." The author comments: "And this is as it should be; if one could explain a poem, a dance, or a piece of music in terms of words, you would deny its essence . . . a ballet only truly exists when it is being danced."

Given this paradox, he has nevertheless made a remarkable attempt at evoking in words each stage of the making of the ballet. As Christopher Bruce writes in his introduction, "Although his interpretation is a personal one and not necessarily the definitive one, if such a thing exists, I only hoped audiences would see half as much in the ballet, and enjoy it as much as he evidently did."

Lastly, *A History of Ballet and Dance* by Alexander Bland is a straightforward résumé of the dance from its early (rather dull) beginnings to the companies of the western world today. Extra sections have been added on the music, the theoreticians, the design and effects, and on specific dancers.

Music

Festive festival

Geoffry Russell-Smith

In spite of the current popularity of phrases like "small is beautiful", there is often a tendency to think of success in terms of bigness—the expanding economy, big business, the theatrical spectacular—and, to some extent, this kind of thinking has invaded the world of the music festivals, especially the competitive festival. Anyone closely connected with such events will know well the top half dozen large, successful ones which attract big entries, and to which competitors from all over the country travel each year.

There are three main types of music festival—discounting professional events such as Edinburgh or Aldeburgh. There is the competitive festival (be it local, national or international) where the competitors perform in front of an adjudicator or adjudication panel and receive not only erudite criticism but also marks out of a hundred and, often, trophies or cash prizes for the winners. While this promotes high standards among the more talented amateurs, it does little to raise the level of classroom music-making in the ordinary school because it is mainly the more expert child who enters—usually one receiving private music lessons.

Non-competitive schools music festivals are usually organized by a local music advisor, sometimes by The Schools Music Association or some other body, and they consist of public concerts in which representative groups from a number of schools present their own speciality items. The programme ends with a massed performance of a work which all have studied specially for the occasion.

The main difficulty here is that, in the absence of any adjudication, the standards can vary enormously. There can be less rigorous self-criticism, under-rehearsal, and a lack of concentration on the basics of execution and interpretation.

Against such a background, *The National Festival of Music for Youth* constantly faces pressures to become bigger and more prestigious, pressures which threaten its unique character. But it has tried to steer a careful course between the rigours of competition and the undemanding atmosphere of non-competition.

The fact that there are no set works and that no marks are ever awarded by the adjudicator, either at regional or national level, allows him a far freer hand in advising, encouraging and occasionally admonishing the players and their teachers. Again, because the pressure on the players is so much less, everyone, including the adjudicators, can enjoy the music being played; the festival has often a really festive atmosphere.

More important perhaps is the inclusion of exciting experimental music-making, often by children of no particularly exceptional talent, the participation by classes of very young children whose teachers wisely avoid music competitions per se, and, strangely enough, entries by some of the most highly trained and talented groups of young musicians in the country.

The commitment to the playing of "own choice" items is an essential ingredient, allowing groups to present comparatively unknown works with enormous success. One thinks of last year's Tabor Recorder Consort with their Flute Dances by Hans Ulrich Staeps. Moreover it also allows for items specially composed for such groups as The Culta Music Centre Percussion Group with their Suite by Ron Forbes, written to accommodate the unusual instrumentation involved.

So what are the dangers for the future? The increasing success of the existing formula may well act as an inducement to "improve" things radically. For example, there is an obvious temptation to "go international", or to proffer valuable prizes for groups of outstanding ability. There is the attraction of recordings and broadcasts or even concert tours.

My personal view—and it is a personal one, not necessarily shared by everybody connected with the festival—is that now the *National Festival of Music for Youth* is a nationally recognized success we must shun all such moves. It would be all too easy to turn a carefully nurtured showcase for the best in our educational music into a junior *Opportunity Knocks* to make it a happy hunting ground for interested talent spotters, or to allow the chest-seizing rigours of fierce competition to creep in and thus to destroy its particular character and function.

The National Festival of Music for Youth is sponsored by The Association of Musical Instrument Industries and The Times Educational Supplement.

Television

Of quarks and gluons

John Gribbin

The Key to the Universe. By Nigel Calder.
BBC Publications £5.95.
Television programme BBC 2 Thursday, January 27.

We are living in an era when high energy physicists and astrophysicists, burrowing ever deeper in their search for the fundamental particles and the forces which link them, believe that they may be within sight of a comprehensive new "world picture", the key to our ultimate understanding of the universe. Much of this research is expensive, requiring giant particle accelerators for the successors of the "atom smashing" experiments of not so long ago, now seen as pretty small beer in retrospect, and much of the language of the researchers is, at first sight, incomprehensible. They inhabit a world where the key particles go by such names as "quarks", "gluons" and "gipsies", and where the most intriguing properties of those particles relate to their "charm" and "strangeness".

In the latest of his roughly annual TV Science Specials, and the inevitable associated book, Nigel Calder has set out to remove some of the mystery and to interpret those arcane mutterings for the layman. We were warned in advance, both by *Radio Times* and the BBC 2 announcer, to expect something rather more difficult than the usual fare from the box, and told that we should all really watch the programme again on the Sunday after its first showing, to catch the bits we missed first time around.

What we were not advised was to read the book before watching the programme, yet in my experience this was the only way most people could have got anything out of it. Using a two-hour special on TV as a trailer for the book hardly makes sense in terms of the BBC's assumed interests, while by publishing the book in advance of the show at least part of the potential audience might have been sufficiently informed in advance to stay tuned.

Leaving aside the scientific content, which is better obtained from the book, the show suffered on two counts. First, there was an inherent lack of exciting visual material, of the kind which made, say, *Restless Earth* a treat to watch even for the uninitiated. Pictures of talking heads, spider tracks described as the traces of exotic particles, computers and large buildings do not make two hours of good TV. The attempt to compensate for this by balancing the presenter, Nigel Calder, on a bridge across a ludicrous set apparently left over from Dr Who, brought some light relief which helped to alleviate the boredom but hardly the required visual excitement. This is where the second deficiency was so apparent—the lack of a professional presenter. Calder himself in the role of presenter seemed uncomfortable and made us uncomfortable.

For the layman, the show said no more than "there are some very clever scientists in the world doing very clever things with very clever machines". In no way was it successful as a presentation at peak viewing time on even the minority channel; it would, perhaps, have made ideal material for two Open University broadcasts for novices in the new religion, and, while organizations such as the Open University will doubtless seize on it with delight, they might ponder how many equally good programmes they could have made for themselves with the equivalent budget.

The book on its own will be most useful to undergraduates in the physical sciences and those so far past the undergraduate stage that, like myself, they have lost touch with recent developments. Again, the lack of exciting visual material shows, but here it does not matter, and the presence of a wealth of diagrams is genuinely relevant and useful. The discussion of gluons and colour—two areas as much a mystery to me as any casual reader—I found clear and directly useful in filling in those gaps in my knowledge.

It was a pity that the TV show probably put a lot of people off buying the book. But Calder has not lost touch with the written word and this is as good an introduction to a new subject as, say, *The Weather Machine* was in its day.

FE

English language: colonial experience

Roy Blatchford on Commonwealth writers

The English Novel Abroad
BBC Radio 3, Thursdays 18.30

"Can the English language express a vision and experience of the life of a country with a different history, a different structure, a different culture from that of Britain?" Professor William Walsh raises the question in the first of six programmes which look at the work of Indian, West African, East African and West Indian novelists who write principally in English.

Why have Commonwealth writers chosen to employ not their native tongue but that of their colonial overlord? Have they tried to correct the popular image of their countries and so make alien worlds and sensibilities accessible to any reader of English? And, most perplexing, why have they consciously chosen a European form, the novel?

Those questions are variously explored with five writers. R. K. Narayan, a senior Indian writer of 12 novels in English, disarmingly admits in the opening programme that he never thought of any other language. As he explains, it is a neutral medium in which the words take on "the colour of the experience which is described". In the extract read from *The Guide* we are made aware of his mischievous humour and the marvellous translucence which makes him the most European of Third World writers.

According to R. K. Narayan there is no room for social protest in the novel. He emphasises two of his deepest convictions: the loneliness and isolation of the individual and the complete indifference of the crowd.

A fellow Indian, Kamala Markandaya, emphasises the impact of the colonial administrators on her English schooling. Interviewer John Spencer perceptively suggests that English has proved to be a window on India through which we can view the country with Indian sensibilities.

Writers from Kipling onwards have focused on that curious half-world in which Englishmen and Indians moved at the apex of the British Raj remote from a baffling background of languages and cultures. The readings from Ms Markandaya's first novel *Nectar in a Sieve* dispel notions of India as "all sweat and memsahibs and rajahs and racial misunderstanding", and re-establish a faith in Gandhi's dictum that rural India is the true India.

West African writers are represented in the second programme by Chinua Achebe, whose assertion that there has been no standard dialect or orthography in Nigeria as each tribe struggles for supremacy largely explains why he opted out of his native Ibo dialect. Achebe sees himself as an "ancestor worshipper" who feels that the past has been grossly maligned. His narrative corrects the myth. In his acclaimed *Things Fall Apart*, this is achieved only through painting the unsavoury side of African life.

James Ngugi, the first East African to catch the attention of readers outside Africa, testifies that English in schools had indeed been historically determined. He writes to quash the Rider Haggard portrait of the African as "noble savage", as "biologically criminal", or Joyce Cary's picture of the native as "comic figure", and even Conrad's view that all was part of the elemental darkness.

Samuel Selvon's contribution as a West Indian writer of English seems at odds with the themes and study of the *English Novel Abroad*. Whereas for Narayan or Achebe the English they write is "straight" English with the occasional dialect word thrown in, the West Indian dialect of English revolves around accent, "intonation with pantomime", and dialect words.

What are we left with at the end of these immensely interesting talks? In programme six, the interviewers draw together the recurrent threads of the debate, and assess the distinctive qualities of overseas writing in English. While what the black writers have to say is thoroughly worth pursuing with any upper secondary group (Samuel Selvon's mesmerizing reading from *The Lonely Londoners* is the high spot), the academic nit-picking is uninspired.

To claim that these novelists are making western readers ask of themselves whether the novel is an appropriate form for the latter part of the twentieth century is to misinterpret and overstate, while to demand how far the novel can be an adequate literary vehicle for African or Indian societies when it competes with the simpler demands of music and drama is, it seems to me, a dangerous question.

More pertinently they remind us that most writers and readers in these countries use native languages and that what we have been hearing about is only a section of literary activity.

Survival in Arctic regions

Jackie Hardie

Caribou of Northern Canada
Made by Canadian Wildlife Service.
Colour, 10 minutes. 16mm.
Available from Fergus Davidson Associates Ltd, 22 South Audley Street, London, W.1.

Caribou of Northern Canada documents a year in the lives of these animals by pursuing two themes; survival of the individual and conservation of the species. Survival in the harsh Arctic environment is shown to be helped by the caribou's lichen diet, splayed hooves (which act as snow-shoes), the early mobility of the new-born calf, and life in migratory herds.

Trapping air within the hair is another adaptation for survival for it acts as an insulator (caribou have never been seen to shiver) and makes the animal more buoyant. Their migrations involve river crossings and caribou are good swimmers.

As stated in the clear commentary spoken by Strowan Robertson, conservation of any large mammalian species can be achieved only if a detailed study is made of their movement, population and growth cycles. It has been made necessary by hunting. Although the reasons why the animals were hunted by Athabascan Indians and Eskimoes must have been varied they are not explained, nor is the effect of civilized man on caribou territory.

The film follows a herd for one year from the calving on the Arctic tundra in June to rutting and overwintering in coniferous forests and the eventual return to the breeding grounds.

One sequence shows the effect on caribou of insect pests such as the warble-fly. This insect lays its egg in the caribou hair, the larvae burrow into the skin.

Aspects of social behaviour such as ritual combat are also shown. The role of caribou in the web of life of Northern Canada is briefly mentioned, with some shots of a herd being hunted by wolves. The commentary is non-technical so the film could be used as an introduction to the study of mammalian migration and social behaviour up to ordinary level standard.

FE

Symbolic literacy

Peter Green

Reading the Signs. BBC1
BBC1 late night Sundays, repeated BBC2 Tuesdays, 15.00.

We are surrounded by signs, objects and forms communicating ideas and information. Everything that exists emits an identifying and characteristic signal. The number of signs in this technological world is rapidly increasing. Reading and understanding them is the basis of visual literacy.

The study of visual language has never attained or established the serious place in education and scholarship that it deserves and requires. If we are going to make sense of our world we must approach the teaching of visual literacy as a parallel priority to the teaching of reading and writing.

This series of five 25-minute programmes sets out to investigate some signs in current use and the problems that arise when new symbols are created. The programmes concentrate on the design of signs and symbols and try to encourage viewers to look at visual information more critically.

Five well groomed graphic design students are asked to design symbols for an imaginary international conference area, for the toilet, restaurant, hairdressing and other facilities. We follow their development and visual thinking.

In each programme the students, sitting at their drawing boards, consider and discuss aspects of their work. Unfortunately we never leave the "classroom" to explore the wider world of real visual material. Presumably the idea is that through watching the students working the viewing public will come to understand how the grammar of visual signs functions.

The observed lesson does not work convincingly. The sessions warm up as the series progresses, but the tutor-student relationship is so obviously rigged that it negates some of the valuable content. The presentation is static and stilted, everyone is conspicuously on his best behaviour and the lesson as an experience for the viewer, and maybe for the participants, never quite comes to life.

There is an underlying fine art influence with symbols seen at times as small-scale abstract paintings. Reference is made to fine art practice, possibly at the expense of the broader area of everyday communication design. Visual communication and the language of signs is not exclusive to graphic designers and artists. The wider variety of designed forms and how they communicate ideas and information is only referred to briefly.

Concentrating largely on two-dimensional symbols may be a useful beginning but it poses the question of who the series is intended for. The emphasis suggests that it is aimed at students of design or the visual arts, but a general audience "interested in their visual environment" is also kept in mind. A combined audience of this nature is obviously not an easy target.

The public consumes a great deal of visual material and a different approach might have brought this into the debate. Combining an art student exercise with an attempt to promote visual literacy to a general audience is ambitious and perhaps confusing.

Film

At home with country poets

Frances Hill

The Poetry of Landscape—William Wordsworth. 16mm colour. 15 mins.
The Poetry of Landscape—Thomas Hardy. 16mm colour. 15 mins.
Produced by Kevin Morsland Films for the British Tourist Authority. Available through Transport and Travel Film Library, British Transport Films.

In its near bankrupt state Britain must look again at its surviving national assets and reassess their potential as foreign currency earners. What about all that pretty scenery? And all those poets and novelists? (Most foreigners with some secondary education have heard of most of them.) Are they doing their bit to bring in the deutschmarks and dollars?

The British Tourist Authority clearly does not think so, and has produced the first two of a series of films to try to rectify the situation. The formula appears to be to do for Wordsworth and Hardy by design what has been done for Shakespeare more or less by chance. Benefiting from the lessons provided by Stratford on Avon's phenomenal success as a money spinner, the films show Dove Cottage and Hardy's childhood home in pretty settings in a glamourized Lake District and Dorset respectively.

Of course the films can hardly make Grasmere's lakes and mountains and Dorset's hills and heathlands more beautiful than they are already, except by carefully leaving out all modern accretions such as cars, new buildings and telephone poles, but they can and do give the strong impression that nothing much has changed in these areas in the past 100 years.

The film on Wordsworth is the less dishonest of the two: the one on Hardy would leave an unsuspecting Anglophile believing that the entire Dorset population consists of thatchers, blacksmiths, farriers and agricultural labourers.

In both films plenty of apparently unspoiled countryside with lashings of quaint, typically English features—stone and thatched cottages respectively replacing Stratford's black and white houses—form the backdrop for recitations of potpots from some of the simplest, prettiest sections of the two writers' work.

Ironically, the Wordsworth film appears to have been shot at the height of the drought, so that, while glamourizing the region's "unspoilt" nature, it does less than justice to its actual natural beauty.

The films simplify and sentimentalize the work of Wordsworth and Hardy as much as the areas they inhabited. Much of the commentary on Wordsworth is accurate as far as it goes, consisting of remarks like "For Wordsworth every aspect of the countryside and each season held their own special excitement"; but it does not go very far.

It barely touches on Wordsworth's mystical vision of man's relationship with nature, and makes no attempt to tackle the complexities expressed in "Tintern Abbey", parts of "The Prelude", the "Ode on Immortality" and other poems. The commentary says that Wordsworth was "not just a reporter and describer of nature", but the film leaves the impression that that was precisely what he was, since it makes no attempt to explain his work in depth.

The Hardy film deals even more superficially with Hardy's work than the Wordsworth film with Wordsworth's. There is not even a passing acknowledgment of Hardy's particular brand of fatalism, of his keen appreciation of "life's little ironies". There *is* nothing about his revolutionary—for his period—views on marriage and sex.

It is a pity that the tourist industry should promote its wares in terms which do so little justice to the authors whose works it is attempting to cash in on, and even to the regions they lived in. Certainly it is impossible to describe a writer's work in depth in a 15-minute film, but it would be quite impossible to give a much more honest picture of the men, their writing, and the landscapes they inhabited.

Briefings

Radio and tv

FE and general interest

Headmaster (Monday 21.00 BBC 2)

Frank Windsor stars in a six-part series about the day-to-day problems of a comprehensive school. May do more harm than good.

The Welfare Network (Tuesday 19.00 Radio 3)

John Hamson, director for social services in Devon, introduces the first of six programmes on the co-ordination of health, education and social services.

The English Novel Abroad (Thursday 18.30 Radio 3)

Six studies of overseas writers whose native language is not English, but who chose to write in English. R. K. Narayan, the South Indian author, talks about and reads from his novel *The Guide*.

What Right Have You Got? (Thursday 19.00 Radio 3)

In "Planning and the Local Authority" Bob Salkeld discusses compulsory house purchases and outlines how the individual can influence the planning process.

Music, Maestro, Please (Friday 19.00 Radio 3)

John Carewe discusses style, taste and the interpreter's responsibility in "I beg to differ".

For schools

General Studies (Monday 11.45, Friday 14.35 BBC 1)

Two programmes originally broadcast in the *Horizon* series explore the differences and similarities between humans and higher primates. Sixteen to 19 year olds watch the progress of a chimpanzee in the human world.

Seeing and Doing (Tuesday 9.30, Thursday 11.22 ITV)

Six year olds are encouraged to interpret sounds and, by extension, music. A variety of instruments are shown, with ideas on how to construct them.

The World of Work (Tuesday 9.35 VHF 4)

"You just don't understand" is the cry of two young people with problems at work. Fourteen to 16 year olds hear how Sue and Neil turn to people other than their parents for help.

The Messengers (Tuesday 9.47, Thursday 9.42 ITV)

"Cameraman in Action" features George Jesse Turner, who has worked on over 140 *World in Action* productions. He chooses three key programmes to illustrate his feelings towards his job.

Figure It Out (Tuesday 11.05, Friday 9.30 ITV)

The over sevens begin work on multiplication tables, flow diagrams, making a cube and folding a circle. They make a game based on sequences and watch film of a blacksmith working on wrought iron.

Physical Science (Tuesday 11.40 BBC 1)

Ten programmes designed for 13 to 16-year-old examination-orientated pupils. "Chemical Technology" deals with the general functions of the chemical industry and looks specifically at a large ammonia manufacturing plant.

History 1917-73 (Wednesday 9.38 BBC 1)

Fourteen to 16-year-olds study Russia under "Khrushchev and the Thaw". Focus on his rise to power, changes in home and foreign policy and reasons for his downfall.

Discovery (Wednesday 11.20 VHF 4)

A unit on "Print and Paper" for nine to 11-year-olds.

Nature (Wednesday 14.45 VHF 4)

Eight to 10-year-olds continue their study of carnivores and herbivores with a visit to Kenya. "About Elephants" traces the history of the animal and the conservation dilemma it provides in Africa. Can the elephant be allowed to roam on valuable farming land? Will the species be allowed to die out?